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ABSTRACT

Project Advance is a cooperative program between Syracuse University and New York State school districts. Selected courses, developed and implemented in the university by cooperating academic departments and the Center for Instructional Development, are pilcted on campus and then offered for both high school and university credit in participating high schools as part of their regular school programs. The project was first implemented in 1973-74 in six school districts; by 1976 the project had expanded to 55 schools with an overall enrollment of over 3,400 students. The program evaluation is presented in ten separate reports, ranging from descriptive and narrative to rather complex statistical studies. Also included are descriptions of the courses offered during 1975-76 and 1976-77 and a list of participating schools. (Author/MSE)

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RESEARCH REPORT

CENTER FOR INSTRUCTIONAL DEVELOPMENT
SYRACUSE UNIVERSITY

PROJECT ADVANCE EVALUATION
SERIES C 1975-76

David Chapman
Richard Holloway
Nancy Ritze
Bette Gaines
Robert Holloway

REPORT 12

CENTER FOR INSTRUCTIONAL DEVELOPMENT
SYRACUSE UNIVERSITY

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Project Advance is a cooperative program between Syracuse University and New York State school districts. Selected courses, developed and implemented in the University by cooperating academic departments and the Center for Instructional Development, are piloted on campus and then offered for both high school and university credit in participating high schools as part of their regular school programs. Students are charged a modest overhead fee for the course and receive regular Syracuse University credit which is widely transferable to other colleges and universities throughout the country.

The courses are part of the regular teaching load of the high school teachers, who attend special university training workshops and seminars and teach the course under the supervision of university faculty. The grading standards for the course are identical both on and off campus.

Developed to meet a variety of needs expressed by high school superintendents, the project was first implemented during the 1973-74 academic year in six school districts. Over 400 students were enrolled in four of the five courses that were available. By the fall of 1976 the project had expanded to 55 schools from Long Island to Buffalo and had an enrollment of over 3400 students.

This report presents the evaluation and research activities of Project Advance that were conducted during 1975-76. The individual reports range from description and narrative to rather complex statistical studies. Together they represent the efforts of Project Advance to document its educational activities and impact.

This report is one of a series on the project. A detailed description of Project Advance, its design, organization, and operation will be found in Research Report Number 3 published by the Center for Instructional Development. The evaluation of Project Advance for 1973-74 is presented in Research Report Number 4. Research Report Number 5 reports the evaluation of 1974-75.

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TABLE OF CONTENTS

Introduction i

Project Advance Staff, Cooperating Faculty and Contributors to this Report iii

Summary of Conclusions 1

College Credit in the High School: The Project Advance Model 7

David Chapman and Richard Holloway

The Distribution of Grades and Credits Earned in Project Advance, 1975-76 31

Nancy Koch Ritze

Project Advance Psychology, 1975-76 44

a. A Comparison of Student Performance in Psychology 205 Between Project Advance and Syracuse University

b. Student Ratings of Project Advance Psychology

David Chapman

The Psychology Workshop - A Scenario 57

David Chapman

Student Response to Project Advance Sociology 201 63

David Chapman

A Sociology School Visit 74

David Chapman

The Sociology Seminar 82

David Chapman

Evaluation of Project Advance Self-Paced Calculus, 1975-76 91

David Chapman

Evaluation of Project Advance Freshman English, 1975-76 111

a. A Comparison of Essays Written by Project Advance and Syracuse University Students

b. Student Ratings of Project Advance Freshman English

David Chapman

The Impact of College Courses in the High School on High School Curricula 131

Bette Gaines and David Chapman

Descriptions of Project Advance Courses Offered During 1975-76 and 1976-77

Schools Participating in Project Advance During 1975-76

Summary of Conclusions

College Credit in the High School: The Project Advance Model

David Chapman and Richard Holloway

This article reviews some of the reasons that have been given in support of high school-college cooperative programs and goes on to describe how one particular program, Syracuse University Project Advance, has functioned to bring those benefits to high school students across New York and surrounding states. Then this article reviews and draws together a number of studies on the impact of Project Advance courses on a student's college experiences. The results of these studies suggest that student performance in Project Advance courses may be an indicator of a student's ability to do college work and should be more widely considered in the admissions process. Lastly, several recommendations regarding what high schools should look for before entering into a school-college program are offered.

The Distribution of Grades and Credits Earned in Project Advance, 1975-76

Nancy Koch Ritze

Perhaps one of the strongest indicators of the success of Project Advance is the type and variety of growth it has experienced. From 1973-74 to 1974-75, student enrollment increased from 462 to 1865, reflecting an increase in the number of schools participating in Project Advance as well as a growth in the numbers of students within schools. In the academic year 1975-76 two new courses (Calculus and Sociology) were added to the four previous courses (English, Psychology, Religion and Music) and twenty new schools were added to the project. Total student enrollment grew from 1865 to 2663.

This report presents the enrollment, the number of credits earned, and the distribution of grades which students received in Project Advance courses for the academic year, 1975-76.

Project Advance Psychology, 1975-76

a. A Comparison of Student Performance in Psychology 205 Between Project Advance and Syracuse University

b. Student Ratings of Project Advance Psychology

David Chapman

Student Performance in Psychology 205 was compared between Project Advance and Syracuse University at ten test points throughout the course - seven required modules, a pre-test, a post-test, and a midterm. Results of these comparisons indicate that the high school students and the University students were nearly equal in their performance in the course.

Students were extremely positive in their ratings of both the course and their teachers.

The Psychology Workshop

David Chapman

Perhaps the most important moments in Project Advance are those times when teachers, University faculty, and Project administrators meet together to discuss the course and how it is operating. The occasions occur during the individual school visits and again at the teachers workshops held once each semester. This vignette describes parts of one recent workshop.

Student Response to Project Advance Sociology 201

David Chapman

The 1975-76 academic year was the first year that Sociology 201 was offered through Project Advance. This report describes that course and presents student ratings of it using the Classroom Behavior Survey.

Overall, students were extremely positive about the course, their class, and especially the teacher. While a majority of the students found the workload required by the course to be heavy or excessive, most of the students indicated materials for the course were available when needed and that their opportunity to meet directly with the teachers was good or excellent.

Approximately two-thirds of the students would recommend this course to a friend, 80% would recommend the teacher.

A Sociology School Visit

David Chapman

Project Advance assures each school that once each semester in each course, each school will receive a visit by the University faculty member working with that course and a Project Advance staff member. This is the story of one visit.

Evaluation of Project Advance Self-Paced Calculus, 1975-76

David Chapman

Student performance on- and off-campus was compared using an eight-item, 132-point final examination administered at the end of the first semester which covered the equivalent in content of the first eight units (two credit hours) of material in the self-paced method. The test was constructed by faculty in the mathematics department at Syracuse University and was scored by six independent judges who had no association with the course either on-campus or in the high schools. Each judge scored only one part of the test for each student. Results indicate, first, that considerable consistency in student achievement exists across schools. Secondly, overall, Project Advance students do slightly better than Syracuse University students in that same course and better than Syracuse University students in a conventionally designed calculus course.

At the end of each semester students enrolled in Project Advance calculus were asked to rate the course. During the first semester they completed the "Project Advance Course Evaluation Form" which asked for the students' global ratings of various dimensions of the course. At the end of the second semester they completed the Classroom Behavioral Survey which asked for student ratings of teacher behaviors and classroom characteristics.

Students were generally positive about the course and extremely positive about their teachers. Nearly all students were quite positive in their ratings of the amount they had learned. Most students found the course to be more difficult than other high school courses they have taken.

Evaluation of Project Advance Freshman English, 1975-76

a. A Comparison of Essays Written by Project Advance and Syracuse University Students

b. Student Ratings of Project Advance Freshman English

David Chapman

The first part of this study compared the quality of student writing between Project Advance and campus courses. To do this, three judges rated both passing and failing papers written on- and off-campus across scales which assessed different dimensions of writing skill. The judges were not told the source or authorship of the papers they were rating. At Level II (Composition) all three judges failed most of the papers that were considered failing both on-campus and in Project Advance. Moreover, all three judges failed at least ten of the twelve papers originally considered passing on campus. The Project Advance papers fared better, at least six of the twelve papers were rated as passing by all three judges, and one judge rated eleven of the twelve to be passing. This comparison indicates that composition papers written by students in Project Advance meet, and indeed exceed, Syracuse writing standards for Level II papers.

At Level III (Literature), Syracuse University passing papers were generally rated above Project Advance papers. However, both piles of papers were clearly rated better than the failing piles. Organization, Topic and Thesis, and Support and Logic were the most important dimensions to the judges' determination of passing and failing papers. The finding is quite consistent with those of previous years.

Student ratings of Project Advance Freshman English were collected using the Classroom Behavior Survey (CBS). Overall, students were quite positive about the course and their teachers. In particular, students were extremely positive in their ratings of teachers' clarity in presenting the course material.

The Impact of College Courses in the High School on High School Curricula

Bette Gaines and David Chapman

This article describes the impact of Syracuse University Project Advance on the curricula of high schools in which it operates. Specifically, it

describes the impact of one course, College Freshman English, and goes on to examine some of the forces contributing to that impact.

The Sociology Workshop

David Chapman

Once each semester Project Advance sociology teachers meet for a one-day workshop. It is a time to share ideas, air problems, and talk with colleagues. Many of the issues involved in running and participating in a program like Project Advance are illustrated by the discussions during these days. This story captures some of the moments of one workshop held earlier this year.

College Credit in the High School:

The Project Advance Model

David W. Chapman
Richard L. Holloway

College Credit in High School: The Project Advance Model

> School-university cooperation is typical of educational sacred cows. Everyone favors it, few practice it, and hardly anyone realistically describes the result. . . . Many, if not most, cooperative ventures experience tension, frustration, and ultimate failure. (Alan Tom, 1973)

The variety of opportunities available to high school students to earn college credit have expanded rapidly since World War II. These opportunities range from credit by examination programs and concurrent high school college enrollment to college courses offered as a part of the regular high school curriculum. The advantages of these opportunities to the students, their high schools, and to the colleges sponsoring these programs have recently received considerable attention in the educational literature (Carnegie Commission, 1973; NASSP, 1975; Wilbur, 1975; Chapman and Wilbur, 1976). Yet Alan Tom's comment is one with which most educators would agree. Many programs have encountered tension and frustration and some have failed. Little is available which describes the administrative structure or the educational impact of those who have succeeded.

This article reviews some of the reasons that have been given in support of high school-college cooperative programs and goes on to describe how one particular program, Syracuse University Project Advance, has functioned to bring those benefits to high school students across New York and surrounding states. Then this article reviews and draws together a number of studies on the impact of Project Advance courses on a student's college experiences. The results of these studies suggest that student performance in Project Advance courses may be an indicator of a student's ability to do college work and should be more widely considered in the admissions process. Lastly, several recommendations regarding what high schools should look for before entering into a school-college program are offered.

High School-College Cooperation - A Rationale

A considerable duplication of curriculum appears to exist between the last two years of high school and the first two years of college (Carnegie Commission, 1973). Blanchard (1971), for instance, found that nearly one third of the subject matter content during the first two years of college in the four content areas he studied was a repetition of what had been taught in high school. Much of this repetition seemed to lack any particular planning or rationale. If this duplication could be reduced, students might be free to either take courses in different areas or, alternatively, to receive their high school diploma and/or their baccalaureate degree earlier. Additionally for many good students, the senior year lacks challenge or interest. They experience senior year boredom or "senioritis." The prospect of taking courses that are more clearly a part of a student's future path offers new incentive and meaning during the senior year.

It was these kinds of reasons that led a group of high school administrators to contact the Vice Chancellor for Academic Affairs at Syracuse University in 1972. Was there any way the University could acknowledge and grant credit for courses that were being offered in high school? The problem was soon turned over to Dr. Robert Diamond, Director of the University's Center for Instructional Development. The Center had been established two years earlier to work with the University faculty in the development and redesign of on-campus courses.

Two issues quickly became evident. The University wanted to be sure that any college credit offered in the high schools corresponded to college criteria and met college standards. Variations in the existing high school, as well as college courses, made it unclear that these conditions were met. The easiest pattern might be to have the University professors go to the high

school or bring the high school students to campus. The high schools, however, wanted whatever program might develop to use the existing high school teachers and keep students in the high schools. Teacher unions were becoming far too sensitive to the threat of job reductions to support a program that could threaten student enrollments or job security. Moreover, taking students out of the high schools would introduce scheduling difficulties and transportation problems. In addition, some students do not wish to be removed from the high school environment and the mainstream of high school activities at a time when they would be most involved and most productive (Diamond and Holloway, 1975).

These concerns eliminated most of the alternatives that have usually been employed in school-college programs--i.e., 1) college courses taught within the school by college faculty, 2) "split-day" programs, in which students divide their time between the high school and the campus, and 3) early graduation. One other alternative, the Advanced Placement Examination Program, was considered and eliminated. The program did not address as wide a group of student abilities as the high schools wished to serve by working with Syracuse. Additionally, there is considerable variation among colleges in their recognition and reward of advanced placement scores.

To overcome most of the limitations described above, staff at the Center decided to explore ways in which carefully designed and controlled courses could be taught for credit within the high school as part of their regular academic programs. To be considered for the project, the courses had to meet four criteria:

1) They had to be individualized in their structure, providing the student (when appropriate) with variable credit options and content choices.
2) They could be taught by trained high school teachers as part

of their regular teaching load.

3) They could be taught without conflicting with the regular schedule of the student and without placing him under severe pressure and constraints.

4) Once field tested the courses could be implemented in schools outside the immediate Syracuse area.

Since its beginning the Center had worked in the redesign of several courses that already met these criteria and the decision was made to begin to offer these courses in the high schools as a program called Project Advance. In addition to the criteria above, five additional elements were required before a course was accepted for use in Project Advance (Diamond and Holloway, 1975). There would have to be:

1. A written evaluation of testing and instructional materials used in the course.
   a. Multiple content tests with public criteria.
   b. Content tests that have been field tested and evaluated.
2. Instructional materials available for use in the schools and which have been, at the minimum, pilot tested.
3. A Student Manual.
4. An Instructor's manual (with a rationale for the course) that would cover, if not the entire course, at least those parts of the course not specified in the student manual.
5. Approval by the appropriate academic department and dean to participate in Project Advance.

With these criteria in mind, five courses were selected for use in the Project: Freshman English, Foundations of Human Behavior (Psychology), Human Values (Religion), Communications in Society, and Brass Methods (Music).

As the idea of Project Advance developed, the rationale for the program was extended and refined. It included the general rationale described earlier--1) reduce curriculum duplication, 2) reduce time necessary to complete a baccalaureate degree, and 3) increase challenge to high school seniors. However, the Project was also seen as a testing ground for college-bound seniors. Project Advance sought to provide a forum for high school seniors to test their own ability to do college level work. Additionally, the Project was intended to promote a cooperative spirit between high schools and the university. While the budget limitations of the University required the Project to be self-sustaining, the University did not view it as an income-producing project.

The Project Advance Design--An Overview

Project Advance offers selected Syracuse University courses in high schools across New York and surrounding states. Within the high schools, the courses are taught by qualified high school teachers who attend special University workshops and seminars and teach the course under the supervision of University faculty. Students enrolled in these courses can receive high school as well as college credit. The college credit the student earns is transferable to a wide range of colleges and universities.

Project Advance Growth

At present, Project Advance is the largest program in the United States that offers regular catalogue college credit courses in the high school, taught by high school teachers. Since its inception the program has grown rapidly. During its first year, 1973-74, nearly 400 students in six school districts were enrolled in four of the five courses that were available. By 1974-75, the Project had expanded to 40 schools from Long Island to Buffalo and had an enrollment of over 1700 students. During 1975-76, the Project was serving over 3500 students in 60 schools in New York and bordering states.

The Project called a moratorium on growth during 1976-77, but continued to increase the number of courses available. They now include the original five plus Introductory Sociology, Freshman Biology, and Calculus.

How are Teachers Chosen to Teach and What Kind of Training and Supervision Do They Receive?

Project Advance recognizes the capabilities of the high school teacher to present college level learning experiences. In order to teach in Project Advance, a teacher must successfully complete a one-week summer workshop held at various locations in New York State. A teacher's participation in a workshop has generally followed from an expressed personal interest combined with some form of selection by the school, usually by the principal or department chairman. In that initial selection process, two guidelines are applied by the Project: high schools are asked to select only persons who are experienced teachers and who have a solid background in the content area.

The workshops provide an opportunity for the teachers to become familiar with the course structure and to work with the University faculty in adapting it to their schools. While the basic structure of the course is the same in all schools, most of the courses offer a variety of modular and optional units so that teachers have some flexibility in the particular components they choose to offer. Furthermore, the courses can easily be adapted to team teaching, and the workshops make it possible to develop team teaching strategies in schools that want to use this approach.

During the school year, teachers are required to attend a one-day seminar each semester. These seminars allow them to share ideas and to work with other teachers from high schools in their region as well as with University faculty and staff. The sessions also provide feedback to the University faculty which is useful for modifying the courses on- and off-campus. At least once a semester,

each participating school is visited by the University faculty member and/or a member of the Project Advance staff. These visits enable the high school teachers to comment further on the program and to seek help on problems specific to their particular setting. These visits also allow the Project Advance staff to maintain contact with the administrators of each high school, to answer student questions, and to make further checks on the maintenance of program standards.

The Students Served by Project Advance

Guidance personnel are especially concerned about student advisement. They ask which students are most likely to succeed in a Project Advance course. As described earlier, the courses were developed to appeal to a broad range of student abilities by using such techniques as diagnostic testing and placement, and, in Psychology, by emphasizing mastery learning. A student does not have to be a "Straight A student" to succeed. Project Advance is not simply another program for the gifted, but rather an opportunity for motivated, college-bound students to experience college standards and materials. In fact, many students with weaker academic backgrounds do succeed and earn some amount of college credit, often to their own amazement and delight.

In the experience of the Project so far, two factors seem to be related to student success: the first is a *student's motivation to succeed*; the second is his *reading* ability. Motivated students in the C grade range have successfully completed the work and earned college credit, although they have found the courses difficult. However, high school students who have trouble reading high school texts should be cautioned about enrolling in a Project Advance course. The courses are challenging and time consuming and they demand a great deal of self-discipline.

Costs to the Student and the School

One of the most appealing aspects of the program is its low cost to the student and the school. Since existing high school faculty and facilities are used for the program, tuition can be kept remarkably low--down to 25% or less of the on-campus cost. During the 1976-77 academic year, the average cost per credit hour will be about $15, making this among the least expensive college credit available in New York State.

Costs to the school are minimal as well. Since a Project Advance course becomes a regular part of the high school curriculum and is offered for both high school and college credit, the course is considered part of a teacher's normal teaching load. This means that teachers do not receive additional compensation for teaching a Project Advance course. However, since student demands on a teacher's time are heavy, schools are expected to provide some form of additional release time for the teacher (i.e., release from study hall or lunch duty) to accommodate the heavy load of advising associated with the course. In addition, many schools cover the teacher's expenses during the summer workshop.

The Transferability of Project Advance Credit

Many school-college cooperative programs developed out of local initiatives to serve a primarily local clientele. Many of these programs were intended to funnel student enrollment into the sponsoring institution(s). Project Advance differs in that the Syracuse University credit students earn is widely transferable to other colleges and universities across the country. Students earning credit during 1975-76 enrolled in over 235 institutions and were able to transfer their credit in all but two or three colleges.

What is the Impact of Project Advance on Students' Entry Into and Subsequent Success in College?

The impact of school-college cooperative programs on a student's entry into and subsequent success in college, perhaps more than any other aspect of these programs, has been the subject of much speculation and little evidence. This section reviews a number of studies undertaken by Project Advance to investigate the impact of Project Advance courses on students' college experiences. Specifically, this research responds to four questions: 1) Does earning college credit during high school help a student get accepted at the college of his choice? 2) Once accepted at a college, can the student transfer the credit he has already earned and apply it toward his college requirements? 3) Do students taking these college courses in high school develop more accurate expectations of the college experience than other college-bound students? and 4) Does participation in these college courses in high school affect a student's ability to do well in college? A review of these studies suggests that a student's performance in Project Advance courses may be an indicator of the student's capacity to do college work and this indicator should be more widely considered in the college admissions process.

The backdrop for this research was a study undertaken during the fall of 1974-75 to determine what students, their parents, their Project Advance teachers, and their principals most wanted from a student's participation in Project Advance (Slotnick, Chapman, and Holloway, 1975). The study involved over 1500 respondents from 39 high schools across New York State.

All four groups showed a startling degree of unanamity in their rankings of possible outcomes from the program. The top ranked statements all referred to goals that are intermediate and instrumental to the student's longer range goals of entry into and success in college. The bottom ranked goals referred

to benefits accruing to the sponsoring agency (Project Advance) or institution (Syracuse University), goals which might be seen as unrelated to the respondents. The results suggest that the most important outcomes for all four groups were those that give the students a "relative advantage," a "competitive edge," in their entry into and success in college. Hence, research on the college related outcomes of programs such as Project Advance, would seem to be an important direction of study.

Do These Courses Help in College Admissions? Do students who earned college credit through Project Advance have a better chance of being accepted to the college of their choice than students who did not earn this credit?

These questions were investigated using the College Acceptance Profile (CAP) in eighteen high schools across New York State (Chapman, 1976). CAP is a computerized system (developed by the Evaluation Center of the Jamesville-Dewitt School District, New York) that provided a way to match Project Advance and non-Project Advance students on the basis of SAT-Verbal, SAT-Quantitative, High School GPA, and rank in class. When students from both groups applied to the same colleges, the admissions decisions of those colleges could be compared. The study involved 932 students. The relative frequency of Project Advance and non-Project Advance students being accepted, rejected, or placed on the waiting list is displayed in Table 1.

The results of this analysis indicate no meaningful differences in the admissions decisions of colleges between students who had earned college credit through Project Advance and students who had not.

Several factors may help explain these results. Colleges may have made no distinctions because they were unaware that some students had earned this college credit. This may have occurred for two reasons. First, admissions decisions

TABLE 1

Comparison of Admissions Decisions of
Project Advance and Non-Project Advance Students at
Selected Institutions by College Board Scores

	Project Advance Students			Non-Project Advance Students		
SAT Scores	Accepted	Rejected	Waiting List	Accepted	Rejected	Waiting List
800-751	3	0	0	2	1	0
750-701	35	6	2	36	5	2
700-651	96	10	6	94	9	9
650-601	76	8	13	77	12	8
600-551	66	25	2	59	21	13
550-501	38	8	9	38	10	7
500-451	25	6	2	21	9	3
450-401	9	4	4	8	8	1
400-351	5	1	1	4	2	1
350-301	3	1	2	4	2	0
300-251	0	0	0	0	0	0
250-200	0	0	0	0	0	0
Total # of Students	356	69	41	343	79	44

were often made before students had completed the course--in some cases, before students were sure whether they would earn credit or how much credit. Second, students frequently did not tell colleges about the credit in advance of being admitted. Frequently students caused more problems than they solved by informing a college that they were taking a college course in high school. If the college was unfamiliar with Project Advance, they sometimes told the student that the credit would not be accepted, causing minor waves of panic among students. As these colleges were contacted and became familiar with the design and standards of Project Advance courses, the eventual decision was almost always to accept the credit. In the process of contacting colleges, it became clear to Project Advance staff that the decision to admit a student was separate from, and prior to, the decision to accept transfer credit. Only when a college was committed to wanting the student was serious consideration given to the credit question. Consequently, students were advised to negotiate credit transfer after being admitted.

Transfer of Credit. Once being accepted to college, can the student transfer the credit he earned to satisfy some of his college requirements?

To investigate this question, Wilbur (1976) using mailed questionnaires, asked students who had participated in Project Advance during 1973-74 and who had gone to college, and institutional representatives of those colleges, to indicate how specific units of course credit were recognized and applicable toward degree requirements. Additionally, he sought to determine the procedures and processes involved in arriving at such decisions.

Previous studies of credit transfer from school-college articulation programs to other colleges have often used methodologies that severely limit the utility of the findings. Surveys, for example, which ask institutional representatives how they would recognize course credits completed under certain

hypothetical corditions are unrealistic and inconsistent with actual acceptance patterns. The literature suggests that a range of variables affects the transfer credit of even traditional groups; e.g., students moving between 2-year colleges, 4-year colleges, and universities. There is no reason to suspect that this same range of variables would not also affect academic credit earned in the relatively new settings of a cooperative program. Meaningful data can only be gathered in situations where actual decisions are being made by college officials related to real credit, real students, and actual cooperative arrangements. Any generalizability lost because the study was grounded in a specific context, is more than compensated for by the likely increase in the validity of the findings.

Of the 396 students and 102 institutions contacted, responses were received from a total of 224 students and 79 institutions. A more complete discussion of data analysis and results can be found in Wilbur (1976). The study produced five major findings: First, successful completion of Project Advance courses was generally recognized both for fulfilling requirements in a student's academic program and as credit toward the associate or baccalaureate degrees. There was general agreement between students and institutions as to the treatment of the credit. Institutions were nearly always internally consistent in their evaluation of SUPA transcripts among students and within courses. Secondly, the majority of participating institutions indicated that they had not yet developed written policy relating to the transfer of college credit earned by students while they were still enrolled in high school. This was confirmed by the student data. Third, marked differences in the primary location of decision making authority relating to the evaluation of transfer credit was observed among institutions of different types, kinds, and sizes. Specifically, responses from institutional representatives indicated that the responsibility for credit transfer decisions is chiefly an administrative, rather

than academic, function. The registrar's and admissions offices were charged with the responsibility in nearly 55% of all cases, whereas the function was placed with the college dean and department chairmen in approximately 20% and 10% of the time, respectively. When the data is broken down according to public vs. private status, it was observed that in private colleges and universities, there was considerably more involvement on the part of academic representatives; i.e., department chairmen, deans, and student advisors, with much less authority resting with the admissions departments.

Fourth, the majority of institutional and student returns indicated that a student's choice of major or area of concentration would not affect the recognition of SUPA transfer credit regardless of the type, kind, and size of institution. It was found, however, that choice of major was more likely to be a factor at public institutions and at larger institutions, particularly universities. The fifth major finding was that students are usually notified of credit transfer decisions before campus registration but after official acceptance. Some variation in such a practice was observed when institutional data was sorted by type, kind, and size, particularly among private colleges and universities.

College Expectations. Do students taking college courses in high school through Project Advance develop more accurate expectations of the college experience than other college-bound students?

Considerable research has investigated students' expectations of college and the effect of those expectations on students' social adjustment and academic performance in college. Work by Stern (1970) indicates that many students enter college with very unrealistic expectations of the college environment, a phenomena he refers to as the "freshman myth." College-bound high school seniors, regardless of the institutions they expect to attend, share highly stereotyped,

idealized images of college life, an image representative of no actual institution. When students arrive on campus, this myth is often the source of considerable tension and frustration as students discover college does not and cannot meet their idealized expectations.

A recent study by Baranowski and Chapman (1976) investigated whether the college expectations of students taking Project Advance courses and then coming to Syracuse University as freshmen differed from those of other freshmen entering Syracuse University. Secondly, it investigated whether that difference was in the direction of more realistic expectations on the part of the Project Advance group; i.e., expectations more congruent with experienced college students.

As part of the matriculation process, freshmen entering Syracuse University are asked to complete the College Characteristics Index (CCI), (Stern, 1958) a measure of student perception of the college environment. The study compared responses of 58 Project Advance students on the CCI with responses of other freshmen entering Syracuse University and with the responses of students already at the University. The results of their study indicate that Project Advance students differed significantly from the other entering freshmen in their expectations of the intellectual and academic climate of college; however, they did not differ significantly in their expectations of the social climate. Moreover, Project Advance students' expectations were more accurate than those of other entering freshmen.

Do These Courses Help Students in College? Does participation in these courses affect a student's ability to do well in college?

The students who know best are those who had participated in Project Advance during its first year, 1973-74, and had gone on to college. During November 1975, these students were contacted by mail and asked to complete a short

questionnaire to collect three types of information: 1) students' achievement in college, 2) the influence of Project Advance students' ability to manage their time and develop good study habits, 3) their overall ratings of Project Advance from their perspective as college students, and 4) their comments and suggestions regarding the Project Advance course(s) they had taken. Of the 277 correctly addressed questionnaires that were mailed, 140 were returned, a 50% rate of response.

The grade point average of students responding to this questionnaire at the end of their freshman year was 3.0. Slightly over half of the students felt their experience in a Project Advance course helped them learn to manage their time and develop good study habits. The vast majority of the students would still recommend both the course(s) they took and their teacher(s). Only about twenty percent of the students expected that as a result of their participation in a Project Advance course they might complete their degree program sooner.

Discussion

Overall, these studies have indicated that the outcomes most important to students, parents, and secondary school personnel are those which give the student an advantage in admissions to and success in the college of the student's choice. However, the studies also show that students earning college credit through Project Advance had about the same probability of acceptance to the college of their choice as students who did not participate in the program. On the other hand, Project Advance students were more accurate than other students in their expectations of college. Moreover, college sophomores who had taken Project Advance courses were doing well in college and reported that the Project Advance experience helped them learn to manage their time and develop good study habits.

The results reflect a paradox: College credit earned in high school does not seem to influence a college's decision to admit a student, yet the experience of that college course does appear to relate to a student's ability to adjust to college and do well in college. Perhaps colleges should give more credence to the experience of earning college credit in high school as a factor in the admissions process.

Indeed, a student's performance in college work taken during high school may be a more sensitive indicator of that student's likely success in college than are the standardized measures more often used. The Arlie House Conference reported that previous experience in college is an even better predictor of subsequent college success than is the high school average (The Arlie House Conference, 1974). This study referred primarily to students transferring between two- and four-year institutions. However, the results of the Project Advance studies provide some reason to believe that college credit earned during high school may also be an important indicator of future success.

What to Look for in a School-College Cooperative Program

This article has reviewed the rationale for school-college cooperative programs and has described how one program, Project Advance, was designed to bridge the high school-college gap. Research which investigated the impact of Project Advance courses on students entry into and success in college was reviewed. The response of students and schools to the Project has been extremely positive. This is reflected in the rapid expansion of the Project across New York and into neighboring states as well as results of more specific evaluation studies (Chapman et al., 1976).

The experience of Project Advance provides the basis for a number of recommendations to high schools interested in participating in a cooperative program, and to colleges faced with the decision to accept or reject the credit

a student may bring from such programs. Cooperative programs must provide clear and complete course descriptions which accurately advise students of what to expect. Other colleges can use these descriptions in the credit transfer process as the basis for comparing the course students took in high school with those available in that college. College catalogue course descriptions are frequently not sufficient; a student manual or course syllabus is more apt to provide the necessary detail. Does the course have a clearly stated rationale? Does it involve systematic instructional design? At minimum, course descriptions and/or student manuals should be examined for publicly stated criteria and clear standards which students must meet in order to earn college credit. But clear statements are not, themselves, enough. Cooperative programs must be able to demonstrate that college standards are met. If the courses offered in the high school are the same as those taught on the campus of the sponsoring institution, results of an evaluation comparing the two should be available and should demonstrate that the high school students are indeed doing college work. This ties to the next point: Programs should have some form of systematic evaluation procedure, not only to assure that college standards are being maintained, but also to describe the population of students that a program serves and the experience of those students as they go on to college. This is important in student advisement in the high school. Well designed evaluation studies should further investigate the influence of these programs on students' college experiences. These types of information can provide a basis on which colleges and universities can develop consistent and reasoned policy regarding credit transfer before students are accepted.

High schools should be clear about the transferability of the college credit their students will receive. Is it widely accepted? Will the administrators of the program work to ensure that it is? Programs should be explicit

about the expenses involved and who will pay them. Can the program be introduced in smaller parts (i.e., a course at a time) or is it an "all-or-nothing" commitment on the part of the school? Does the program demand expensive new resources and personnel on the part of the school or is it designed to use existing resources and people? Can students receive high school credit even if they do not earn college credit? These are but a few of the questions to which a school-college program should be able to respond.

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The Distribution of Grades and Credits Earned in Project Advance, 1975-76

Nancy Koch Ritze

The Distribution of Grades and Credits Earned
in Project Advance, 1975-76

This report represents the enrollment, the number of credits earned, and the distribution of grades which students received in Project Advance courses for the academic year, 1975-76. Secondly, the significance and implications of these figures will be discussed.

Enrollment and Growth

Perhaps one of the strongest indicators of the success of Project Advance is the type and variety of growth it has experienced. From 1973-74 to 1974-75, student enrollment increased from 462 to 1865, reflecting an increase in the number of schools participating in Project Advance as well as a growth in the numbers of students within schools. In the academic year 1975-76 two new courses (Calculus and Sociology) were added to the four previous courses (English, Psychology, Religion and Music) and twenty new schools were added to the project. Total student enrollment grew from 1865 to 2663. Student enrollment by course is presented in Table 1.

Achievement: Grade and Credit Distribution

In order to understand the distributions of grades and credits earned in each Project Advance course, it is necessary to describe the various types of courses and define some terms. Many of the Project Advance courses offer variable credit, self-paced, and/or mastery learning opportunities.

Variable Credit

Project Advance variable credit courses (English, Calculus, and Religion) allow students to earn from 1 to 6 credits in a given course, depending on how many 1-credit modules are completed. At Syracuse University and many other colleges and universities, three credits is generally equivalent to a one-semester course.

Mastery Learning Approach

Project Advance Psychology and Calculus follow a mastery learning approach. Mastery Learning is based on the concept that almost any student, given enough time, may successfully learn a given subject. Students are allowed to work

TABLE 1

PROJECT ADVANCE STUDENT ENROLLMENT 1975-76

Course	Enrollment *	# Schools
English	1052	50
Psychology	875	24
Sociology	336	15
Calculus	234	12
Religion	42	3
Brass Methods	3	1
Total	2993 **	105 ***
Unduplicated Total	2663	59

*The enrollment figures have been determined by the number of students who took Project Advance courses for college credit. Students who dropped courses or took courses for high school credit only are not included in this report.

**Some students were enrolled in more than one course. The totals in Table 1 reflect both the actual number of students enrolled in courses (2993) and the total unduplicated number of students enrolled in the program (2663).

***Some schools offered more than one Project Advance course. Table 1 shows both the number of schools involved with each course (105) and the total number of schools participating in the program (59).

independently at their own pace until a subject is mastered. A test or paper may be repeated as many times as necessary with no penalty to the student.

There is no assumption made that any distributions of grades or credits should be the same for all schools since student selection and teaching conditions necessarily vary from school to school. Also note that because Project Advance students have had the option of dropping courses until the end of the semester, there is no transcript record of failing grades and only the D's that were recorded are shown in this report. Tables 2-4 summarize the distribution of credits and grades earned.

TABLE 2

Distribution of Grades Awarded in
Project Advance Courses
1975-1976

COURSE	PASS	A	B	C	D	TOTAL
English	1502	1188	2303	2116	236	7345
Psychology	----	501	234	122	18	875
Sociology	----	96	122	105	13	336
Calculus	----	588	286	13	---	887
Religion	----	54	61	21	12	148
Brass Methods	----	3	----	----	---	3
TOTAL *	1502	2430	3006	2377	279	9594

*These are total number of grades and not total number of students.

The following sections discuss by course, the structure and grading patterns for each Project Advance course for the 1975-76 academic year.

FRESHMAN ENGLISH 101-102 (1-6 credits)

Concentration on the basic skills of effective writing and critical reading. Any combination of six hours credit in 101 or 102, or both, will fulfill the freshman English requirement.

Total number of schools offering Freshman English--50
Total number of students enrolled in Freshman English--1502

Freshman English is a self-paced course focusing on composition and literature. The student demonstrates his proficiency in basic grammar and composition skills on a placement test, determining his entry level into the program. Students weak in basic grammar, punctuation, usage, or sentence concepts work with relevant self-instruction materials until mastery of important concepts is demonstrated. Those who do not require this remediation begin the essay unit in which each student must show his ability to write consistently strong, persuasive, passing essays. Students then move through a series of minicourses in fiction, poetry, and selected literary topics where required papers reinforce and extend the student's growth in writing skills. A final unit of credit is earned in an independent research project for which the student designs and carries out a study and writing project of the kind required in most college courses. Students may earn up to six units of credit, depending on their achievement and motivation. The self-paced concept, designed to accommodate a wide range of entry skills and abilities, makes the course readily adaptable to a variety of settings.

The credit distribution of students in Project Advance English is indicated in Table 3. A majority (55%) of all enrolled English students earned six college credits (which satisfied most freshman English requirements). Very few (10%) English students earned fewer than three credits (which is generally equivalent to one semester of college freshman English).

The overall grades for freshman English are shown on Table 4. Although grading patterns varied from school to schools, the majority of grades ranged in the B and C brackets, and there were more A's than D's. Generally, the grades for the last three credits (minicourses and independent studies) were somewhat higher than those for the first three. This may result from stronger students completing more credits or from the more rigidly directed program in the first three hours.

TABLE 3

Distribution of Credits Earned by Student
for Freshman English 1975-1976

	1 CREDIT	2 CREDITS	3 CREDITS	4 CREDITS	5 CREDITS	6 CREDITS	TOTAL
#	61	91	136	139	245	830	1502
%	4	6	9	9	16	55	99

TABLE 4

Freshman English Grade Distribution Totals 1975-1976

UNIT	A	B	C	D	TOTAL
Fiction	208	571	597	44	1420
Poetry	252	547	533	51	1383
Ind. Study	274	373	287	39	973
Minicourses	454	812	699	102	2067
TOTAL	1188	2303	2116	236	5843

CALCULUS

MAT 295. Analytic Geometry and Calculus (1-3 credits)
Plane point sets: relations, functions, and their graphs; basic concepts of lines, circles, inequalities. Limits, continuity, derivatives. Prerequisite: Two years algebra, one year plane geometry, one-half year trigonometry.

MAT 296. Calculus II (1-3 credits)
Mean value theorem, differentials, applications of derivatives, conic sections; definite integrals, transcedental functions; methods of integration. Prerequisite: MAT 295.

Analytic Geometry and Calculus is a self-paced, mastery learning, variable credit course. Students may earn from one to six college credits in this course. This was the first year (1975-76) that Calculus was offered in high schools through Project Advance.

Seventy-seven percent of all Project Advance Calculus students earned three or more credits (Table 5). Although Calculus students earned fewer credits than English students, the grades are significantly higher. For each unit of Calculus there are proportionally more A's than any other grade. See Tables 6-7 for a breakdown of grade distribution by school. Higher grades, yet few credits, may be a function of a combination variable credit, mastery learning course.

PSYCHOLOGY

PSY 205. Foundations of Human Behavior (3 credits)
Introduction to the fundamental principles of mental life and human behavior. Significance of psychology in human relationships and self understanding. PSY 205 is a prerequisite for all psychology courses.

Psychology is a mastery learning course which offers a single grade worth three credits. The final grade is determined by the number of points the student earns on the tests and papers (s)he completes during the semester. In psychology the highest proportion of grades is A (Table 6). This distribution of grades is consistent with the expectations of a mastery learning course and similar to the distribution of grades for the psychology course on the University campus.

TABLE 5

CALCULUS CREDIT DISTRIBUTION--1975-76

Distribution of Credits Earned in Calculus
by School and Overall

SCHOOL	1 CREDIT	2 CREDITS	3 CREDITS	4 CREDITS	5 CREDITS	6 CREDITS	TOTAL
1	1	3	13	6	2	-	25
2	1	-	-	4	3	9	17
3	-	2	9	9	1	-	21
4	-	-	1	-	-	13	14
5	4	19	1	-	-	-	24
6	1	3	6	2	4	7	23
7	-	2	8	3	6	3	22
8	-	-	-	1	4	3	8
9	2	5	5	1	1	5	19
10	2	-	-	5	-	3	10
11	1	7	7	7	1	1	24
12	2	1	1	17	8	1	30

TABLE 6

Distribution of Grades Awarded in Psychology
1975-1976

SCHOOL	A	B	C	D	TOTAL
1	23	16	7	-	46
2	13	5	-	-	18
3	7	7	1	-	15
4	14	9	13	-	36
5	56	30	12	3	101
6	4	4	3	-	11
7	9	3	-	-	12
8	4	2	4	5	15
9	26	12	10	-	48
10	18	6	8	-	32
11	14	3	8	-	25
12	22	9	4	2	37
13	33	5	4	-	42
14	12	10	4	1	27
15	24	7	4	1	37
16	15	5	2	4	26
17	21	8	-	-	29
18	59	24	3	-	86
19	17	14	8	1	40
20	41	7	1	-	49
21	39	17	16	-	72
22	12	13	6	-	31
23	4	8	3	-	15
24	44	10	6	-	60

SOCIOLOGY

SOC 201. Introduction to Sociology (3 credits) Introduction to principal concepts, methods, and findings of the field of sociology. Required of majors as a prerequisite to all advanced courses.

Sociology is divided into six units. In each unit, students must complete core assignments and then choose from a variety of content options. Unlike the other Project Advance courses, sociology is neither a variable credit nor a mastery learning course. The final grade (three credit hours) is determined by averaging the grades of the six units. Table 7 reports the distribution of sociology grades.

TABLE 7

Distribution of Grades Awarded in Sociology
1975-1976

SCHOOL	A	B	C	D	TOTAL
1	8	8	7	1	24
2	7	14	3	-	24
3	1	5	12	5	23
4	4	8	5	-	17
5	6	13	6	-	25
6	5	4	6	-	15
7	1	2	2	-	5
8	5	5	5	2	17
9	8	14	6	2	30
10	3	7	7	-	17
11	3	11	8	-	22
12	22	10	1	-	33
13	12	6	26	1	45
14	8	9	8	2	27
15	3	6	3	-	12

RELIGION

REL 105 and 106. Introduction to the Study of Religion (1-6 credits)
A study of religious phenomena and their manifestations on both ancient and modern times, utilizing materials from the various religious traditions. Not open to juniors or seniors.

Religion is a variable credit course in which students may choose from a variety of minicourse options. Religion was offered in three high schools during 1975-76.

BRASS CLASS

AMC 314. Brass Class for Music Education (1-2 credits)
Laboratory course in orchestral instruments to meet the requirements for diversification for music education majors. Each course covers basic performance techniques, proper care and adjustment of instruments, elementary ensemble performance and practical demonstrations of methods and materials for group instruction.

Since Brass Methods appeal to a rather specialized minority, it understandably had the smallest enrollment for any Project Advance course. It was offered in one high school and the three students enrolled earned A's (each worth 2 credits).

Project Advance Psychology
1975-1976

A. A Comparison of Student Performance in Psychology 205 Between Project Advance and Syracuse University
B. Student Ratings of Project Advance Psychology

by

David Chapman

The purpose of this evaluation was first to compare the performance of students in Project Advance Psychology 205 at Syracuse University, and second, to report on Project Advance students response to the course. The report is divided into three parts: a description of the course and how it operates, a comparison of students' test scores on- and off-campus, and a report on student ratings of the course.

A Description of Psychology 205

Psychology 205, Foundations of Human Behavior, is a one semester self-paced course emphasizing mastery learning in which the student can earn three hours of Syracuse University credit. The course is divided into seven modules of content which cover specific topics in psychology. These basic, or required modules are presented in sequence and students are encouraged to complete them during the first half of the course though they may take longer if necessary. Passing a required module is prerequisite for taking associated optional topics. Working simultaneously on required modules and optional units is allowed. The lecture and classroom activities in the course cover basic information contained in the various modules and provide opportunity for additional classroom discussion (see Figure 1 for an outline of this course).

Each student moves through the course at his/her own pace since the course emphasizes mastery of each unit rather than the traditional approach of covering the material at a fixed rate and allowing a varying level of proficiency. A student's final grade is determined by how many points (s)he earns during a semester.

Comparison of Student Performance--Project Advance and Syracuse University

During the 1975-76 academic year, Foundations of Human Behavior was offered through Project Advance in 18 high schools to 676 students.

The comparison of student performance between students in Project Advance and at Syracuse University was made at 10 points through the course: a pre- and post-survey test, a midterm, and each of seven required module tests. The pre-post survey test covered the various content areas of the course. The pre-test was given during the first week of school; the post-test was administered during the last two weeks of classes. Results are reported in Table 1. Project Advance students' mean score on the pre-test was slightly lower than either Project Advance or Syracuse University students' scores during the previous year. However, the mean Project Advance post-test score was higher than the 1974-75 Project Advance mean score.

Table 1

Student Pre- and Post-Test Performance in Psychology 205
at Syracuse University and in Project Advance

	Mean		Standard Deviation		Sample Size	
	Pre-course	Post-course	Pre-course	Post-course	Pre-course	Post-course
Syracuse University Fall 1974-75	24.7	33.46	5.79	5.99	154	108
Project Advance Fall 1974-75	25.4	39.8	6.63	8.02	*	369
Project Advance Fall 1975-76	23.1	39.9	----	----	610	257

* Data not available

The comparison of the module and midterm test performances is displayed in Table 2. On the seven required modules, Project Advance students enrolled during the fall of 1975 did slightly better than Project Advance students from either semester of 1974-75 and compared very favorably with 1974-75 Syracuse University students in the same course.

The midterm examination was a point in the course at which all students had covered the same material. The test itself consisted of fifty multiple choice items selected from those used on the previous unit tests. The midterm was not a test of mastery per se, but rather a review of earlier units. The examination was not graded; rather, the points a student earned on the examination were simply pooled with his/her total points. The treatment of the examination on- and off-campus differed in one major respect. The examination was mandatory for students in Project Advance; it was optional for students on-campus. In practice, most university students did take the test, since points on the examination could only help a student's average; low scores did not work against a student. Results of the comparison indicate that Project Advance students received a mean score almost identical to Project Advance and Syracuse University students in the previous year.

Results of these comparisons indicate that high school students taking Psychology 205 through Project Advance and Syracuse University students taking the same course on-campus were nearly equal in their performance, as measured by their scores at ten test points throughout the course.

Student Ratings of Project Advance Psychology

What are the student and teacher behaviors and classroom characteristics that might help describe a student's experience in Project Advance psychology? Student ratings of the course were used to help us answer this question. At the end of the spring semester 177 students completed the Classroom Behavior Survey (CBS). In this report, the items from the CBS are reported in nine general categories:

1. Clarity of course objectives and performance criteria
2. Practical value of the course to students
3. Course difficulty and workload
4. Dullness of the course
5. Student openness and rapport
6. Teacher clarity in presenting material
7. Teacher enthusiasm

Table 2

Comparison of Module and Midterm Test Performance
Between Students Taking Psychology 205 at
Syracuse University and Those Taking It Through Project Advance

	Syracuse University Spring Semester 1974-75			Project Advance Fall Semester 1974-75			Project Advance Spring Semester 1974-75			Project Advance Fall Semester 1975-76		
	Mean	Standard Deviation	Sample Size	Mean	Standard Deviation	Sample Size	Mean	Standard Deviation	Sample Size	Mean	Standard Deviation	Sample Size
Module 1 (Psychology as a Behavioral Science)	30.8	4.92	132	24.8	6.45	391	28.8	6.91	91	29.5		658
Module 2 (Learning)	22.9	4.88	104	22.9	7.24	283	22.3 20.3	6.05 5.90	56 145	28.8		532
Module 3 (Physiology)	27.6 28.9	6.51 6.76	58 54	28.8	6.62	311	27.3	7.06	229	29.2		517
Module 4 (Personality)	28.8	5.88	100	25.7	6.62	354	27.1	7.01	218	27.8		---
Module 5 (Abnormal)	30.4 31.0	6.04 5.83	44 42	31.1	5.93	265	28.3 30.5	6.03 4.69	77 134	32.7		502
Module 6 (Child Development)	29.5	5.10	64	28.2	5.56	289	23.5 26.7	3.69 5.44	144 64	26.8		319
Module 7 (Social Psychology)	26.9	4.74	58	27.6	8.13	217	27.0 28.7	4.46 6.73	93 101	28.7		477
Midterm	30.2	5.52	83	32.8	6.09	208	NA			31.9		---

*Two means are reported in cases where teachers used both old and new forms of the test.

8. Business-like behavior of the teacher
9. Overall ratings of teacher, course, and content

The distribution of student responses to each item are reported in Table 5 and a summary is offered below. Readers are encouraged to examine these ratings and develop their own interpretations.

Summary of Student Ratings

Project Advance Psychology differs from most high school psychology courses in that it treats psychology as a behavioral science as opposed to a course in personal problem solving or interpersonal relationships. This might help explain why only 60% of the students were clear about the objectives of the course when they enrolled in the course. However, once in the class, over 86% of the students understood why they got the grades they did. This is consistent with the design of the course which follows the principles of a personalized system of instruction (PSI).

Most students felt that the course covered important material and nearly all the students could see the relationship between what they were learning in this course and other courses they were taking. Still, 65% of the students felt Project Advance Psychology was more difficult than other courses they had taken, though only half felt that the course dealt with very complicated ideas.

Students generally found the assignments to be reasonable and were able to get homework done by the time it was due. Very few students found the course to be dull or boring.

Students seemed to have a good rapport, both with their teachers and with other students. Few students indicated any embarrassment about asking questions in class and hardly anyone felt ridiculed for giving a wrong answer. Most students were most inclined to go to their teacher with questions than to other students.

As in previous evaluations, teachers received overwhelming positive ratings. Over 70% of the students felt their teachers gave good examples to illustrate ideas. Students did not seem to have trouble with the teacher's vocabulary or speaking speed.

In their overall ratings students were extremely positive. Few indicated any problem with access to either teacher or materials. Over 70% felt the class was "excellent" or "good," while over 80% gave those ratings to their

teacher. Over 90% felt they had learned "some" or "a great deal" and 70% would recommend both the course and the teacher.

Materials for this course were available when I needed them.

	N	%
always	127	71.8
usually	43	24.3
rarely	2	1.1
never	2	1.1
no response	3	1.7

Rate the adequacy of your opportunity to meet directly with your teacher.

	N	%
excellent	100	56.5
good	58	32.8
fair	12	6.8
poor	4	2.3
no response	3	1.7

Generally, how would you describe the workload required by this course?

	N	%
very excessive	20	11.3
heavy	95	53.7
just right	53	29.9
rather light	6	3.4
no response	3	1.7

Overall, this class is

	N	%
excellent	52	29.4
good	73	41.2
fair	37	20.9
poor	13	7.3
no response	2	1.1

Overall, this teacher is

	N	%
excellent	83	46.9
good	59	33.3
fair	21	11.9
poor	12	6.8
no response	2	1.1

The content of this course is

	N	%
excellent	45	25.4
good	93	52.5
fair	27	15.3
poor	10	5.6
no response	2	1.1

On the whole, how much do you think you learned?

	N	%
a great deal	103	58.2
some	58	32.8
not very much	12	6.8
nothing	1	0.6
no response	3	1.7

I would take more courses designed like this one.

	N	%
strongly agree	48	27.1
agree	50	28.2
undecided	39	22.0
disagree	18	10.2
strongly disagree	21	11.0
no response	1	0.6

I would recommend to my best friend that

	N	%
he/she take this course from this teacher	125	70.6
he/she take this course from a different teacher	19	10.7
he/she take a different course from this teacher, but not this one	24	13.6
he/she take neither this course nor this teacher	6	3.4
no response	3	1.7

Table 5

The Distribution of Student Responses on Items From the Classroom Behavior Survey

Clarity of Course Objectives and Performance Criterion	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Respond
When I enrolled in this course, I clearly understood the objectives of the course.	24 (13.6)	81 (45.8)	25 (14.1)	34 (19.2)	10 (5.6)	3 (1.7)
In this classroom I am given a chance to practice things before I am tested on them.	24 (13.5)	75 (42.4)	32 (18.1)	26 (14.7)	18 (10.2	2 (1.1)
In this class I usually understand why I get the grades I do.	81 (45.8)	72 (40.7)	10 (5.6)	12 (6.8)	1 (0.6)	1 (0.6)
This teacher tells us what we are expected to learn.	33 (18.6)	96 (54.2)	29 (16.4)	13 (7.3)	4 (2.3)	2 (1.1)
Practical Value of Course to Students						
In this class we learn things that are very practical	11 (6.2)	76 (42.9)	51 (28.8)	33 (18.6)	5 (2.8)	1 (0.6)
I have trouble seeing how this class related to other things I am studying.	6 (3.4)	18 (10.2)	28 (15.8)	83 (46.9)	41 (47.2)	1 (23.3)
I have used what I am learning in this class in others that I am taking.	16 (9.0)	62 (35.0)	44 (24.9)	42 (23.7)	11 (6.2)	2 (1.1)
This class has very little to do with anything that's important to know.	7 (4.0)	10 (5.6)	29 (16.4)	79 (44.6)	51 (28.8)	1 (0.6)
This course is giving me a good background in this subject.	56 (31.6)	80 (45.2)	30 (16.9)	80 (4.5)	0 (0.0)	3 (1.7)
Even before I turn in work in this class, I know what the criticism of it will be.	7 (4.0)	32 (18.1)	70 (39.5)	47 (26.6)	19 (10.7)	2 (1.1)
Course Difficulty and Workload						
This course is more demanding than the high school courses I have taken.	45 (25.4)	71 (40.1)	23 (13.0)	32 (18.1)	5 (2.8)	1 (0.6)
Compared to other classes I've been in, this one deals with very complicated ideas.	23 (13.0)	74 (41.8)	32 (18.1)	40 (22.6)	7 (4.0)	1 (0.6)
If you miss this class, you really get behind.	12 (6.8)	22 (12.4)	28 (15.8)	74 (41.8)	36 (20.3)	5 (2.8)
In this class, I can answer most of the questions the teacher asks.	8 (4.5)	88 (49.7)	47 (26.6)	25 (14.1)	7 (4.0)	2 (1.1)
In this class, the assignments seem reasonable to me.	18 (10.2)	109 (61.6)	29 (16.4)	15 (8.5)	4 (2.3)	2 (1.1)
It is difficult to get my homework done by the time it is due.	7 (4.0)	32 (18.1)	33 (18.6)	73 (41.2)	30 (16.9)	2 (1.1)

Table 5 (Continued)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Respond
Dullness						
This is a very dull class.	14 (7.9)	27 (15.3)	32 (18.1)	58 (32.8)	45 (25.4)	1 (0.6)
Generally, this class bores me stiff.	16 (9.0)	13 (7.3)	37 (20.9)	58 (32.8)	51 (28.8)	2 (1.1)
Student Openness and Rapport.						
I feel very free to express my opinions in this class.	35 (19.8)	83 (46.9)	42 (23.7)	11 (6.2)	3 (1.7)	3 (1.7)
If you give a wrong answer in this class, you get laughed at.	4 (2.3)	9 (5.1)	23 (13.0)	82 (46.3)	58 (32.8)	1 (0.6)
I am embarrassed to ask questions in this class.	5 (2.8)	13 (7.3)	18 (10.2)	91 (51.4)	48 (27.1)	2 (1.1)
If I don't understand something in this class, I prefer to ask another student rather than the teacher.	11 (6.2)	30 (16.9)	29 (16.4)	80 (45.2)	25 (14.1)	2 (1.1)
I feel like I am competing against the other students in this class.	17 (9.6)	42 (23.7)	40 (22.6)	59 (33.3)	17 (9.6)	2 (1.1)
Generally, I feel that students in this class have a good relationship with each other.	31 (17.5)	104 (58.8)	30 (16.9)	8 (4.5)	1 (0.6)	3 (1.7)
Several of my best friends are in this class.	25 (14.1)	67 (37.9)	24 (13.6)	46 (26.0)	14 (7.9)	1 (0.6)
This teacher frequently asks other students to comment on what has happened.	12 (6.8)	75 (42.4)	47 (26.6)	34 (19.2)	7 (4.0)	2 (1.1)
Teacher Clarity in Presenting Material						
This teacher explains complicated ideas and relationships clearly.	51 (28.8)	77 (43.5)	29 (16.4)	9 (5.1)	10 (5.6)	1 (0.6)
This teacher frequently uses words I don't know.	6 (3.4)	14 (7.9)	23 (13.0)	91 (51.4)	42 (23.7)	1 (0.6)
This teacher talks so fast I frequently have trouble following.	5 (2.8)	9 (5.1)	19 (10.7)	94 (53.1)	49 (27.7)	1 (0.6)
I frequently don't understand what's being discussed in this class.	5 (2.8)	20 (11.3)	21 (11.9)	101 (57.1)	27 (15.3)	3 (1.7)

Table 5 (Continued)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Respond
Teacher Enthusiasm						
This teacher enjoys teaching.	80 (45.2)	57 (32.2)	22 (12.4)	11 (6.2)	5 (2.8)	2 (1.1)
This teacher makes me feel that I'm an important person.	19 (10.7)	72 (40.7)	59 (33.3)	18 (10.2)	8 (4.5)	1 (0.6)
This teacher gets excited when students give good answers or say important things.	14 (7.9)	57 (32.2)	56 (31.6)	42 (23.7)	6 (3.4)	2 (1.1)
Business Like Behavior of Teacher						
In this class we never cover all the material we are supposed to.	12 (6.8)	23 (13.0)	27 (15.3)	77 (43.5)	35 (19.8)	3 (1.7)
This teacher never knows when to stop answering a question.	4 (2.3)	12 (6.8)	33 (18.6)	97 (54.8)	29 (16.4)	2 (1.1)
There are so many different things going on that it is difficult for me to learn anything.	6 (3.4)	9 (5.1)	29 (16.4)	102 (57.6)	29 (16.4)	2 (1.1)

The Psychology Workshop

David Chapman

The Psychology Workshop

David Chapman

[Perhaps the most important moments in Project Advance are those times when teachers, University faculty, and Project administrators meet together to discuss the course and how it is operating. The occasions occur during the individual school visits and again at the teachers workshops held once each semester. This vignette describes parts of one recent workshop.]

Cast of characters:

Mark - psychology professor
David - Project Advance evaluator
Fred Walt, Ron
Pete, Anne, John - high school psychology teachers

Teachers were arriving early. It was election day, and there was little traffic in Manhattan. Teachers from the Island didn't find the the traffic tie-ups they expected; and some didn't realize the workshop had been set back an hour. It wasn't a problem because nearly all the teachers knew each other from three years of workshops and seminars together. The coffee had hardly finished perking before a dozen cups were filled.

"Where is Bob? Is Bob coming?"
"No. P.A. staff are covering different parts of the state this year."
"Oh."

At 9:30 Mark arrived, grinning at David who had assured him that he [Mark] couldn't make it from Syracuse before 10. Mark had taken the 8 o'clock plane so he could vote before leaving for a two-day stint in the City.

The Lubin House was a good place to meet. The dark wood and high ceilings almost let you forget you were in the City. Anyway, it was free and, for the teachers, reasonably easy to get to.

The small groups, coffee cups in hand, merged into one circle, just fitting around the table, and glanced at the pile of papers in front of them. An agenda, a book of extra readings compiled by one of the teachers, some P.A. guidelines, a copy of an article Chapman and Holloway were publishing.

The meeting started. David talked about evaluation. Teachers seemed to listen. High school students do as well as college students in this course. Two pages of tables were handed out to confirm the point. Teachers were more interested in Table 3; how many A's did students in each school earn. Students were very positive in their ratings of the course. Three more pages of numbers. *"During the summer each of you who taught last year were sent a copy of your own students' ratings. Was it interesting or helpful to you?"*

Silence.

David describes the CLEP study and says he needs two more high school classrooms. Two teachers volunteer right away.

The appearance of a formal presentation diminished, John leaps at the opening:

"Are we or aren't we supposed to have a midterm."

"No, the midterm was eliminated in order to push students into optional content areas" said David, guessing. He had learned of it himself only two weeks earlier while visiting a school with Mark.

"What is the midterm?" asks Harold, a first year teacher.

David explained the midterm. In previous years, students had taken a 50 item multiple choice test at the end of the 7 required units. It was a review of the required units. Free points. They got a point for every item correct toward the magic 300 points that gave them an A in the course.

Walt spoke up. *"The point of the midterm was to test and reward long term recall. How can you eliminate that from the course? I already promised my students the chance to earn those points. If you're going to change the point structure, why don't you tell us before the year begins."*

A dozen teachers agree aloud and six go on to expand the issue, and the conversation gets angry. Promises were made. Students expect it. If they don't get the points from the test they have to take more optional units. Money. I can't afford more optional units. Can't change the rules in the middle of the stream. At least seven people are talking at once. Both David and Mark admit they don't know why the midterm was deleted. Both appear quite uncomfortable. The anger ebbs and Mark assures everyone that he or David will call Bob Holloway right away.

But this issue keeps on. How can there be a common midterm when some teachers are using the revised modules and some are using the old material. Three teachers describe the hardships posed to their schools by Syracuse changing two of the modules and expecting the school districts to have money to buy them. A teacher wants to know why the publisher changes $6.35 for the Whaley and Mallot book and the Orange Bookstore charges $9.00. Why hadn't desk copies of the revised module been sent out yet?

Mark handles the meeting well, listening, letting the issues emerge without getting defensive. Attention turns to a teacher near David.

Fred: *"I think the makeup exams are ridiculous. Why should students have to get all of them [items] right."*

Mark: *"They have to get them all right because they are supposed to know the material."*

Walt: *"They already have a chance to explain their answer if you mark it wrong. It's not like they have to get it exactly right the first time."*

Fred: *"Yea, but if 10 students fail on the same day and need to give an oral justification, I can only get to one. The others get to prepare overnight. That's not fair."*

Two teachers ask him why he doesn't manage it differently and say how they do it. Only return the make-up test when you have time to sit down with the student. Teacher one mutters that it's not that easy and scowls.

Two teachers from the same school pull David aside. A student was told he couldn't transfer his S.U. credit to the University of Pennsylvania. David turns it back to the group and says that colleges are re-examining this type of credit. He reviews what they have heard at every workshop for three years about admissions officers not setting policy. Teachers agree but one says it's still uncomfortable in the school. When a student is told not, the teacher feels like a liar.

Thirty-five cups of coffee and two coffee cakes had been consumed.

Walt: *"I wish P.A. would provide more material for experimental learning."*

Mark: *"I asked all of you when I visited your schools to bring examples of experiments you have used."*

Several teachers describe classroom exercises they have used to demonstrate psychological principles.

"The air puff in the eye didn't work for me. The subject never blinked."

After Allen tells about an exercise that demonstrates territoriality, Mark describes an article on social distance done in a men's john. When a person's personal space is invaded, his muscles tense up and that should be evidenced by slower time to urination and a shorter urine flow. An occasional chuckle or snicker, but teachers are interested and listening.

The chuckles expand to laughter as everyone breaks for lunch and the jokes come easily as everyone heads for the john. The teachers leave the Lubin House in small groups to find a restaurant and a quick lunch.

When the meeting reconvenes, the number has dropped from 21 to about 15.

David: *"I called Bob over lunch, and we will have a midterm. We will mail it to you in the next few weeks."*

"Do we <u>have</u> to give it?" asks a first year teacher.

The discussion of the midterm heats up again and goes for another half an hour, eventually flowing into a discussion of the points offered in the optional units.

Ron: *"The Whaley and Mallot book is simplistic. It shouldn't be worth 105 points."*

Pete: *"I bought 100 copies at $9.00 a copy. I can't justify only using part of it."*

Anne: *"Just because students can do the work doesn't mean we should make the course harder."*

Tom: *"Yeah, but my principal doesn't like it when 50% of my students get A's. How can I justify that."*

John: *"In a mastery course? Why shouldn't they"*

Mark summarizes the discussion. Points awarded for the optional units seem to be inequitable. Project Advance will review it.

Three o'clock. Several more teachers leave, conditioned by several years of workshops that ended at three. The attrition was demoralizing. Mark still had material to cover - the format of the operant and classical conditioning sections had been changed and need discussion. But by 3:30, it was clear that serious work for this day was done.

Teachers left right away. Perhaps they could still get ahead of the traffic heading out of the city. Mark gathered his notes and headed toward Kennedy. He would be home in time to watch the election returns.

Later. . .The midterm was, after revision, reinstituted in the course. The number of points for Whaley & Mallot was subsequently reduced. The grading philosophy will continue to dog the course indefinitely. A concentrated effort to make students aware of the pitfalls of credit transfer was undertaken by the Project staff.

Student Response to Project Advance Sociology 201

David Chapman

Student Response to Project Advance Sociology 201

The 1975-76 academic year was the first year that Sociology 201 was offered through Project Advance. This evaluation reports on student response to that course. It is divided into three parts: a description of the course itself, a brief description of the students who enrolled in the course, and a report on student ratings of that course.

A Description of Sociology 201

Sociology 201 is the introductory sociology course at Syracuse University. The course is organized into six units. The first unit presents an introduction to the field--the major orienting questions, the central theoretical perspectives, and the kinds of methodological tools employed. Each of the five subsequent units takes up a major conceptual area of sociology: social structure, culture, socialization, stratification, and deviance and control. Each of these units introduces concepts, models, research findings, current debates, and current applications.

Each unit contains a set of readings from textbooks and monographs which are studied and then discussed in class. Three anthologies supplement the required books. In addition, each unit or module suggests other projects which students may undertake in progressing through the course. Students are strongly encouraged to complete a variety of these options. Students' final grade is determined by their completion of a variety of course projects and the final examination. Students who successfully complete the six units receive three hours of Syracuse University credit.

Student Ratings of Project Advance Sociology 201

At the end of the spring semester, students in Project Advance Sociology classes were asked to complete the Classroom Behavior Survey (CBS) by rating 40 items from "strongly agree" to "strongly disagree." The CBS is a questionnaire developed to help describe particular teacher and students behaviors and classroom activities (Kelly and Chapman, 1976).

Student response to each item is reported in Table 1. Readers are encouraged to examine the distributions of responses and draw their own conclusions. The following narrative suggests one way in which they might be understood.

Distribution of Student Ratings of Project Advance Sociology, 1975-76

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No response
Clarity of Course Objectives and Performance Criterion						
When I enrolled in this course, I clearly understood the objectives of the course.	7 (8.4)	33 (39.8)	25 (30.1)	14 (16.9)	3 (3.6)	1 (1.2)
In this classroom I am given a chance to practice things before I am tested on them.	17 (20.5)	38 (45.8)	20 (24.1)	4 (4.8)	4 (4.8)	0 (0)
In this class I usually understand why I get the grades I do.	22 (26.5)	44 (53.0)	10 (12.0)	6 (7.2)	0 (0)	1 (1.2)
This teacher tells us what we are expected to learn.	12 (14.5)	46 (55.4)	15 (18.1)	8 (4.8)	0 (0)	2 (2.4)
Even before I turn in work in this class, I know what the criticism of it will be.	4 (4.8)	18 (21.7)	28 (33.7)	23 (27.7)	9 (10.8)	1 (1.2)
Practical Value of Course to Students						
In this class we learn things that are very practical.	6 (7.6)	34 (41.0)	26 (31.3)	15 (18.1)	1 (1.2)	1 (1.2)
I have trouble seeing how this class related to other things I am studying.	7 (8.4)	10 (12.0)	20 (24.1)	34 (41.0)	11 (13.3)	1 (1.2)
I have used what I am learning in this class in others that I am taking.	12 (14.5)	25 (30.1)	19 (22.9)	24 (28.9)	2 (2.4)	1 (1.2)
This class has very little to do with anything that's important to know.	5 (6.0)	4 (4.8)	19 (22.9)	34 (41.0)	20 (24.1)	1 (1.2)
This course is giving me a good background in this subject.	10 (12.0)	45 (54.2)	18 (21.7)	8 (9.6)	1 (1.2)	1 (1.2)
Course Difficulty and Workload						
This course is more demanding than the high school courses I have taken.	5 (6.0)	4 (4.8)	17 (20.5)	39 (47.0)	17 (20.5)	1 (1.2)
Compared to other classes I've been in, this one deals with very compicated ideas.	16 (19.3)	35 (42.2)	21 (25.3)	10 (12.0)	0 (0)	1 (1.2)
If you miss this class, you really get behind.	7 (8.4)	17 (20.5)	21 (25.3)	31 (37.3)	5 (6.0)	2 (2.4)
In this class, I can answer most of the questions the teacher asks.	7 (8.4)	28 (33.7)	28 (33.7)	15 (18.1)	3 (3.6)	2 (2.4)
In this class, the assignments seem reasonable to me.	9 (10.8)	45 (54.2)	15 (18.1)	9 (10.8)	2 (2.4)	3 (3.6)
It is difficult to get my homework done by the time it is due.	3 (3.6)	15 (18.1)	21 (25.3)	36 (43.4)	8 (9.6)	0 (0)

Distribution of Student Ratings of Project Advance Sociology, 1975-76

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No response
Dullness						
This is a very dull class.	13 (15.7)	12 (14.5)	16 (19.3)	24 (28.9)	15 (18.1)	3 (3.6)
Generally, this class bores me stiff.	7 (8.4)	9 (10.8)	18 (21.7)	30 (36.1)	18 (21.7)	1 (1.2)
Student Openness and Rapport						
I feel very free to express my opinion in this class.	17 (20.5)	36 (43.4)	16 (19.3)	11 (13.3)	1 (1.2)	2 (2.4)
If you give a wrong answer in this class, you get laughed at.	4 (4.8)	8 (9.6)	9 (10.8)	49 (59.0)	11 (13.3)	2 (2.4)
I am embarrassed to ask questions in this class.	1 (1.2)	8 (9.6)	14 (16.9)	44 (53.0)	15 (18.1)	1 (1.2)
If I don't understand something in this class, I prefer to ask another student rather than the teacher.	6 (7.2)	12 (14.5)	19 (22.9)	35 (42.2)	10 (12.0)	1 (1.2)
This teacher frequently asks other students to comment on what has happened.	5 (6.0)	34 (41.0)	21 (25.3)	16 (19.3)	4 (4.8)	3 (3.6)
I feel like I am competing against the other students in this class.	6 (7.2)	17 (20.5)	23 (27.7)	32 (38.6)	3 (3.6)	2 (2.4)
Generally, I feel that students in this class have a good relationship with each other.	18 (21.7)	47 (56.6)	10 (12.0)	5 (6.0)	0 (0)	3 (3.6)
Several of my best friends are in this class.	12 (14.5)	36 (43.4)	10 (12.0	21 (25.3)	2 (2.4)	2 (2.4)
Teacher Clarity in Presenting Material						
This teacher explains complicated ideas and relationships clearly.	19 (22.9)	43 (51.8)	15 (18.1)	4 (4.8)	1 (1.2)	1 (1.2)
This teacher usually gives good examples to illustrate ideas.	15 (18.1)	43 (51.8)	18 (21.7)	6 (7.2)	0 (0)	1 (1.2)
This teacher frequently uses words I don't know.	4 (4.8)	8 (9.6)	12 (14.5)	49 (59.0)	9 (10.8)	1 (1.2)
This teacher talks so fast I frequently have trouble following.	4 (4.8)	6 (7.2)	11 (13.3)	48 (57.8)	14 (16.9)	0 (0)
I frequently don't understand what's being discussed in this class.	8 (9.6)	15 (18.1)	19 (22.9)	34 (41.0)	6 (7.2)	1 (1.2)

Distribution of Student Ratings of Project Advance Sociology, 1975-76

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No response
Teacher Enthusiasm						
This teacher enjoys teaching.	29 (34.9)	34 (41.0)	16 (19.3)	3 (3.6)	0 (0)	1 (1.2)
This teacher makes me feel that I'm an important person.	8 (9.6)	32 (38.6)	30 (36.1)	11 (13.3)	1 (1.2)	1 (1.2)
This teacher gets excited when students give good answers or say important things.	8 (9.6)	31 (37.3)	24 (28.9)	10 (12.0)	8 (9.6)	2 (2.4)
Business Like Behavior of Teacher						
In this class we never cover all the material we are supposed to.	2 (2.4)	11 (13.3)	16 (19.3)	44 (53.0)	9 (10.8)	1 (1.2)
This teacher never knows when to stop answering a question.	3 (3.6)	9 (10.8)	16 (19.3)	41 (49.4)	13 (15.7)	1 (1.2)
There are so many different things going on that it is difficult for me to learn anything.	3 (3.6)	11 (13.3)	22 (26.5)	40 (48.2)	6 (7.2)	1 (1.2)

Less than half of the students responding to the questionnaire clearly understood the objectives of the course when they enrolled in it. However, about two-thirds indicated that they understood what was expected of them once they were in the course. This lack of clarity may reflect, in part, that this was the first year the course was offered in Project Advance.

Less than half of the respondents thought they were learning very practical things or that they could use the things they were learning in other courses they were taking. About two-thirds of the respondents indicated they thought the class dealt with things that were important to know and that the course was giving them a good background in the subject.

Only 10.8% of the respondents thought the course was more demanding than other high school courses they have taken although over 60% indicated that, compared to other classes they had taken, this course dealt with very complicated ideas. Singularly, less than 30% thought that missing the class would cause them to really get behind, though another 25% were undecided. Sixty-five percent of the students indicated that the assignments seemed reasonable and less than a quarter of the respondents indicated difficulty getting their homework done by the time it was due. Overall, this course received considerably lower ratings of difficulty than other Project Advance courses.

About half found the class to be dull or were undecided about its dullness. However, only about 19% of the respondents indicated the class bored them stiff while 58% disagreed with that assessment. Students were generally positive in their ratings of student openness and teacher rapport. Nearly 80% of the students felt that students in the class had a good relationship with each other.

Over half the students indicated that several of their best friends were in the class. Two-thirds felt free to express their opinions in the class and only about 14% felt they would get laughed at if they gave wrong answers in class. Few students indicated any embarrassment at asking questions and most students indicated a willingness to go directly to the teacher rather than to other students.

The most positive ratings of the entire course went to the teacher. Most students thought their teachers explained complicated ideas and relationships

clearly and gave good examples to illustrate ideas. The teachers vocabulary and pacing posed little problem for most students, and students generally thought their teachers gave appropriate responses to student questions. Teachers appeared to enjoy teaching, although students saw them as communicating somewhat less involvement with the students as persons.

Overall Ratings

Overall, students were extremely positive about the course, their class, and especially their teacher. While a majority of the students found the workload required by the course to be heavy or excessive, over 77% of the students rated the adequacy of their opportunity to meet directly with their teachers as "good" or "excellent" and over 80% of the students indicated materials for the course were available when the students needed them. Most students felt they had learned "a great deal" or at least "some." However, less than half of the students were sure that they would take more courses like this one. Another 24% were undecided. Approximately two-thirds of the students would recommend this course to a friend, 80% would recommend the teacher.

Overall, this class is

	#	%
excellent	23	27.7
good	34	41.0
fair	16	19.3
poor	9	10.8
no response	1	1.2

Overall, this teacher is

	#	%
excellent	30	36.1
good	31	37.3
fair	15	18.1
poor	5	6.0
no response	2	2.4

The content of this course is

	#	%
excellent	13	15.7
good	40	48.2
fair	21	25.3
poor	6	7.2
no response	3	3.6

Generally, how would you describe the workload required by this course?

	#	%
very excessive	11	13.3
heavy	41	49.4
just right	27	32.5
rather light	3	3.6
no response	1	1.2

Rate the adequacy of your opportunity to meet directly with your teacher.

	#	%
excellent	35	42.2
good	29	34.9
fair	13	15.7
poor	2	2.4
no response	4	4.8

Materials for this course were available when I needed them.

	#	%
always	34	41.0
usually	35	42.2
rarely	8	9.6
never	2	2.4
no response	4	4.8

Rate the fairness of the grading procedure (the assignment of letter grades that were used in this course).

	#	%
excellent	14	16.9
good	41	49.4
fair	23	27.7
poor	4	4.8
no response	1	1.2

On the whole, how much do you think you learned?

	#	%
a great deal	38	45.8
some	23	27.7
not very much	14	16.9
nothing	5	6.0
no response	3	3.6

I would like to take more courses like this one.

	#	%
strongly agree	12	14.5
agree	28	33.7
undecided	20	24.1
disagree	8	9.6
strongly disagree	13	15.7
no response	2	2.4

I would recommend to my best friend that:

	#	%
he/she take this course from this teacher	50	60.2
he/she take this course from a different teacher	7	8.4
he/she take a different course from this teacher, but not this one	17	20.5
he/she take neither this course nor this teacher	6	7.2
no response	3	3.6

A Sociology School Visit

David Chapman

A Sociology School Visit

Cast of Characters:

Louise - Sociology professor
David - Project Advance Evaluator
Jim - high school sociology teacher

David slowed the car as he and Louise approached the chain link fence. Two security guards stared but waved them through the gate. Jim was waiting by the main door to the high school and led them directly into the library where twenty students were softly chatting, a few studying. They found a table in the corner of the room.

"We have a space problem so we don't have a teacher's lounge. We'll have to find a place for you to sit after class to read papers. Here are the books we ordered from Project Advance and aren't using." Jim pointed to a bookshelf behind a desk and scowled. The books had not been well received by students or teachers in the Project the year before, and Louise had changed the text. But this school had little money and was unable to order the new books. Jim was trying to make up for it by his lectures.

"Here, read these papers. What do you think of Edith's?" Can we use the dynapop unit? Class starts in twenty minutes. They gave me the day off because you were coming. I've told everyone that grammar counts. Don't undermine me in class." Jim is nervous. The verbal onslaught lasts for ten minutes before either Louise or David can get a word in edgewise. Both are a little shocked. Frequently teachers are nervous about school visits, but this is overkill. There was no need for Jim to take the day off.

Jim continues to talk until, pressed by time, he leads Louise and David across the hall to a classroom which is filling with students. As soon as class starts, Jim introduces Louise and David and leaves the room. Louise has taken over the teacher's desk in the front of the room while David has staked out a student desk in the front corner of the room.

Louise: *"How many of you are also taking Project Advance English?"* Every hand in the room goes up. *"Then you've heard most of the stuff about transferring credit? We wouldn't go back over it if you've heard it. Do you have any questions?"* Everyone nods to her questions. A hand goes up.

"Is this the exact same course you give at Syracuse?"

Louise: *"Yes, it is."* Louise describes the campus course. *"How is this course going for you?"*

Student: *"Seems like the lectures don't do you much good."*

Louise: *"It could be because you are all very bright. Or something else. What is it?"*

Student: *"A lot of us have already had high school sociology and already know the definitions."*

Student: *"Is this suppose to be independent? Seems like Mr. Johnson expects us to do a lot on our own."*

The room is quiet. Everyone is watching Louise closely. She responds to each question and comment.

Louise: *"Are the lectures too easy?"*

Student: *"No, he goes over and over stuff."* Several respond at once.

Student: *"We just seem to go over things, sort of like a preview."*

Student: *"Well, isn't it up to us to ask questions? He, Jim, can't delve in your mind to know what you want."*

Louise: *"Where's the chalk?"*

Student: *"There isn't any; they can't afford it."* Everyone laughs. Louise sketches several basic sociological concepts on the board. Micro. Macro. Differentiation. Stratification. Louise probes to identify what sounds like a problem. How much of the content have they covered? How much do they understand?

Roles. Role switches.

Louise: *"If you ask questions, do you get good answers?"* *"Yes"* Everyone nods. *"It just takes a while."* Everyone laughs.

Student: *"Seems like there aren't any yes or no answers. But he does give good answers"* says a student, trying to clarify.

Louise: *"Is he interested in your questions?"*

Student: *"He's very enthusiastic."*

Louise: *"How about the grading system?"*

Students are drifting. The conversation doesn't take concentration and most are listening with only one ear.

What are you doing a paper on? Louise points to a girl in the first row.

"Technology"

"What in Technology?"

"The pill"

To the class: *"What kind of proof could she use to show that the technology of the pill has changed womens status"*

Several respond with varying answers. Students are answering the questions but passively. They are listening, but from a distance.

Louise: *"What are some other papers?"*

Student: *"Technology of computers. Dehumanizing effects of computers."*

Louise: *"What are some positive and negative functions. . . What are some latent functions?"* Louise stops to define 'latent'. She continues to poke and prod to find out how fluent students are with sociological concepts.

Student: *"I'm going back to Unit 2 for my paper, Working, by Studs Terkel!"*

"Why are you going back? Don't you need the class information?" She zeros in on a possible problem. *"I don't think you should go back."*

Several students are whispering in the back of the room.

Louise: *"The assignment says you are to be reading a book and doing a book report. I'm worrying. I want you to be writing on structure, not culture."* She pushes to see if students understand the distinction.

Student's sense Louise's concern. They are not sure what she wants. She goes over some definitions and asks several students to define words they've just used - values, beliefs, norms.

Everyone is paying attention. Louise pushes students to speak up. But now students are reluctant to talk.

Louise: *"Are the assignments clear enough?"* Most nod yes. *"What do you want me to tell Mr. Johnson? What messages are important?"*

Student: *"To be more clear."*

Student: *"He repeats too much. He talks too fast for us to write."*

Louise: *"How many of you would ever take another soc course?"* Six hands go up.

The intensity of the comments subsides. A student volunteers that they don't like the other high school in the district.

Louise: *"Why not?"*

Student: *"They're deviants"*

Louise: *"Why? What's a deviant? You're all supposed to know."* When Louise tries to relate it back to sociology the students clam up. Louise speaks briefly about social deviants. But within a minute, the fog horn that signals the end of class sounds. The class is over.

Jim reappears in the hall as the students are filing out. They wait briefly for Jim's substitute who will be covering the next class and then move to the student cafeteria.

Jim: *"What would you like? Coffee, donut, pizza bagel?"* Though only 10:30 in the morning, it is Jim's lunch time and he buys a full meal. David and Louise each take a cup of coffee and follow Jim into a small dining room marked 'faculty'.

Louise: *"They seem fine in their logic and proofs, but short on sociological concepts."*

The tightness in Jim's face and the movement of his hands convey his nervousness.

Jim: *"They probably didn't like my grading."*

Louise: *"No. No one mentioned it."* Jim doesn't believe that, and David confirms that it wasn't a subject of discussion. Louise opens a student manual and goes over each of the remaining units with suggestions as to how Jim might handle them. She tells him what new content she introduced - latent and manifest functions - so that Jim can build it into his lessons. Louise and Jim discuss several students who had asked questions. One is having trouble in both Project Advance English and soc. She probably shouldn't be in the class but guidance had pushed her into it. David joins the conversation and they talk about course structure briefly.

Jim reaches in his briefcase and pulls out fifteen student papers. *"Read these and I'll be back in fourty minutes."*

"Want to see some papers?" Louise pushes a handful of papers across the table to David, pulls out a pencil and starts reading. The papers were all analyses of Working by Terkel. In seven pages, students were to analyze the book using sociological concepts and theories.

Twice while they are reading the papers they are interrupted by other teachers in the dining area who want to know if Louise and David are from Syracuse.

Louise: *"It's a funny class. The complete gamet. Some papers are as good as any I've seen, but some as worse. It must be a hard class to teach. He's doing a good job of getting theory across. And his comments on the papers are good. Overall, I'm quite satisfied."*

When Jim returns, Louise is very postive. *"Your'e doing a good job getting theory across."* Jim is pleased. She points to the problem of student range and asks about student selection procedures. Jim is responsive to both her compliments and her sensitivity to the problems of class range. Louise suggests that Jim reduce his class size or become more selective in the future. Jim relaxes considerably. His whole ambiance seems more collegial.

Louise picks out three papers from the pile. She suggests that the grade be raised in two cases and lowered in one. She explains why in each case. The discrepancies are small and Jim accepts the changes without objection.

Jim has nothing else to ask Louise or David. They retrieve their coats and Jim directs them to the parking lot where they left their car.

As they pull out of the parking lot, Louise admits that the visit surprised her. Jim's defensiveness had suggested more problems than Louise had observed. Jim, she thinks, is doing a good job despite less than ideal conditions.

The Sociology Seminar

David Chapman

The Sociology Seminar

[Once each semester Project Advance sociology teachers meet for a one-day seminar. It is a time to share ideas, air problems, and talk with colleagues. Many of the issues involved in running and participating in a program like Project Advance are illustrated by the discussions during these sessions. This story captures some of the moments of one seminar held earlier this year.

Cast of characters:

Louise - sociology professor
Frank - Project Advance administrator
David - Project Advance evaluator
Art, Fred, Jack, Jim
Tom, Allen, John, Ed, Joe - high school teachers teaching Project Advance sociology]

"I've never seen a group, no matter how small, that couldn't drain a coffee pot, no matter how big," said Frank as he dumped an extra cup of coffee grounds into the pot.

Four teachers had already arrived. Traffic. Hard to get in. Bumper to bumper in Manhattan.

Several of the teachers had never met before. Two of the teachers were from a new school and had come to observe for the day. But the newness quickly dissolved into a discussion of union problems.

A former union president says that P.A. courses counted as two preparations in his school. Jim is amazed. *"What do you do if you get a low enrollment?"* They found a common bond in their mutual distrust of administrators.

Several more teachers arrive and two joke about being in Lubin House twice in the same week (they also teach the P.A. psychology course). Louise, obviously pregnant, had just flown from Philadelphia that morning.

Frank starts the meeting to give Louise a chance to catch her breath. *"How many of you are presently teaching."* Four hands are raised. The others plan to teach in the spring.

"Colleges are looking hard at our programs. We have to make sure the program passes muster. Here's a list of schools in P.A. and the courses they are teaching." The list is impressive. *We've only lost a few schools. One didn't like us coming in and reading their student's papers. The parting was mutual. If you want to have a parents night to let your juniors know what they are getting in to and want a P.A. person there, let us know. We'll try to be there."* Frank quickly covers a series of administrative issues. *"Most of the problems we have in enforcing our guidelines are problems with the teachers. If we say no more than 25 in the class, it's pretty hard for you to say 'no' to the 26th, but . . . ."* Frank goes on. The perking stops and teachers, one by one, cross the room, fill a styrofoam cup and take a donut.

David hands out a table with the number of A's, B's, and C's in each school and a summary of student ratings of the course.

"These ratings refer to last year's course and, as you know, the course has been changed a lot . . . . Louise was in my office the day they came out of the computer and went over the ratings item by item."

Teachers examine the three pages.

Louise: *"David, why are so many students undecided?"*

David: *"I'm not sure. As you know, the course had some problems last year. Perhaps the students were undecided because they didn't want to be more negative."* The teachers ask several questions about the ratings.

Louise: *"Ratings of the reading material were an important factor in changing the books for the course."*

Art: *"The teachers hated them [books] too."*

Frank: *"We also use the student ratings to help us focus our school visits. Sometimes we can identify possible problems before we arrive."*

David finishes and gets a cup of coffee. Louise takes over.

Louise: *"Teachers complained that the modules didn't hang together last year. We think we've changed things. Let's talk about how it's going. Let's see if it hangs together."* No one speaks.

Louise: *"Don't worry about being wrong. Just say what you think. I want to know."* Everyone is talking now. Louise moves the conversation into the content of the course.

Louise: *"What's the difference between looking at the micro-social and the psychological?"*

"Well, you're still stressing the group."

"Yes." Louise expands on the issue. They talk about the differences between sociology, psychology, and psychiatry.

Louise: *"What is functionalism to the sociologist?"*

Much of the workshop is spent on reviewing content. One of the clearest problems in the previous year was that teachers were weak in the content.

Position. Roles. Structure. Culture. Merton.

Three of the teachers were writing. Two more had pencils in their hands. Teachers were actively involved in the discussion. Talking.

Louise: *"Where does conflict theory come from"*

Teacher: *"Marx."*

Louise: *"Yes."*

Louise was quick to expand their answers to make general points. She verbally darted in and out of the discussion.

Louise: *"Let's take some theories and trace them. Lets start with social structuralists. What does culture mean to them?"*

Teacher: *"What do you mean, 'what does it mean'?"*
Everyone is writing. Only the two teachers from the new school are glancing around the room, not a part of the history that was making this discussion intense to those who were teaching.

Counterculture. Patty Hearst. Subculture.

The table was covered with papers, manila envelopes, and crumpled napkins. Three more teachers had come in and were sitting in the back of the room.

Jack: *"I used a Yankelovich survey on values and students and compared their values to it."*

Fred: *"I have a game to have students look at their own values. One rule is that no one can talk."*

Jim: *"That ends that game."* Everyone laughs.

Fred: *"A hospital has seven patients who will die. A pill will save them, but the hospital only gets one an hour."*

Fred: *"The first patient is a priest."*

Tom: *"He gets it in my book."* Laughter

Fred: *"A former beauty queen."*

Tom: *"I changed my mind."* Laughter again. Everyone is writing down the game.

Louise: *"OK. What do you do with this? How do you use it after everyone has had a good time?*

Fred has an answer. He explains the principles that it illustrates.

Louise: *"If you do it this year. Use it to talk about functional theory. You could bring it up in the stratification unit.*

The teachers from the new schools leave the room to talk with Frank about coming into the Project. The rapport in the room had already told them much of what they wanted to know.

Allen: *"I have a copy of an exercise I used but my school would only let me make one master copy."*

Louise: *"What's this suppose to illustrate."*

Allen explains.

A lot of energy is flowing across the table. Louise exudes high energy. Her hands move to illustrate her words. Her enthusiasm is contagious. Gradually the discussion shifts to the design of the course.

John: *"I'm still not sure about your point system. If they write four seventy-point papers and do them all OK, they get an A. Students who do the 100-point papers OK get an A. Everyone will do the four easier papers!"*

Several teachers talk at once. *"No, if students all get perfect scores on the seventy-point papers, they only get a B. Remember, the grade is the total of points they earn, not an average of their letter grades on papers."*

Teachers murmur agreement.

Ed: *"How do I reward class participation? The high school grade is automatically a full letter grade higher than the college grade, so nearly everyone gets an A in the high school course."*

Louise responds. If students are borderline between two college grades, let participation push them over. Several teachers nod at the evident fairness.
The group continues to discuss the distribution of points for the different activities.

Bert: *"The manual says you can get a "C" just for taking the final, without doing any projects at all."*

Allen: *"Will "C's" transfer?"* Several people are talking at once. David says that "C's" will transfer. Teachers are displeased. The unmotivated students can get by and that makes teaching hard. Louise agrees to reconsider the issue. But now everyone has questions about the point value of the different activities. Teachers are not confused as much as trying to confirm what they think they understand. Louise responds to each question and promises to clarify the point chart in the teachers manual.

Lunch?

Joe: *"Let's go straight through lunch and finish earlier."* The teachers are unanimous. Louise, hesitating, agrees, and settles for a ten-minute break.

Over the break Louise lays out sample papers which had been written on-campus and some which teachers had brought for her to read. The break extended to 20 minutes as teachers scan each others papers. Louise is involved in four conversations at once while smaller groups of teachers huddle over one paper or another. The sample papers are a hit.

The group pulls together again as Louise gives several examples of paper topics and how students might develop them. The group is somewhat more subdued. The intensity of the morning, the lack of lunch, people are tired but still involved and interested. Louise switches tactics and says she will take more time to answer individual questions. The room erupts in quiet noise as five conversations start again. Louise moves around the room.

Jack: *"Louise, are there guidelines for writing. Sometimes the papers are so poorly written it's hard to know whether the problem is writing ability or thinking ability."*

Louise: *"No. We cannot grade off for English or grammar. It's an S.U. rule. You don't have to accept the paper, but if you do, you can't take off the college grade. You can on the high school grade."*

The discussion explodes, five people are talking. Most agree that they want to mark off for poor writing. Louise says that, in practice, teachers can probably be more flexible than she is on campus and the conversation receeds back into the smaller groups.

Louise, looking tired, continues around the room; the others talk with each other about the course, here and there drifting into conversations about general school problems. Fred is creating an elaborate doodle in his notebook.

"They don't really understand role strength. I had to fill out a form. Fifty-nine points. And the police said they sent it to Albany. . . ."

Louise: *"Let's get back together."* The talk stops.

John: *". . .is it role strain or role conflict?"*

Louise responds. Fred leaves his doodle and starts writing. The discussion has the air of an informal rap among friends. The intensity of the morning is gone, but the rapport is still there. The scattered papers are unobtrusively squared into neat piles as teachers anticipate an end to the meeting.

Louise looks around the room, smiles at David. She gives the air of being about to launch into a lecture.

"You should be using several theories in each unit." The group grasps a new spark. Everyone is writing. Stratification. Functional Perspective. Positional Ranks. Classes. Jobs. The lecture is more discussion. The teachers are working out their ambiguities as each tug the discussion in their direction. Each get a chance and an answer, sometimes from Louise, sometimes from each other. Fred creates a more circular doodle, but an occasional grunt indicates he is listening. Louise seems to remember which teachers are saying what. By letting them talk she gets a feel for their individual strengths.

At 1:30 Louise says a short benediction. The teachers linger, finishing their stories with each other, but within ten minutes have gone.

Louise and Dave chat about an upcoming school visit they will do together and examine a train schedule. Louise is pleased with the workshop. Perhaps she can get an earlier train to Philadelphia.

Evaluation of Project Advance

Self-Paced Calculus 1975-76

David Chapman

EVALUATION OF PROJECT ADVANCE
SELF-PACED CALCULUS
1975-76

Self-Paced Calculus is an introductory course in calculus and analytical geometry which is offered to students at Syracuse University who expect to be engineers or mathematics and science majors. Developed jointly by the Department of Mathematics and the Center for Instructional Development, Self-Paced Calculus is designed to allow for different learning speeds and yet permit students to achieve mastery of the content. It is now in its third year of testing and evaluation on campus. The course is a full year offering in which a student may earn up to six credits. During 1975-76 the course was offered through Project Advance to high school students in participating schools. This study reports on the evaluation of the Self-Paced Calculus course as it operated in the Project Advance setting during 1975-76. The study was undertaken to answer two questions: Do high school students who have completed Self-Paced Calculus through Project Advance do as well as the college students who have completed the same course at Syracuse University? Secondly, how do Project Advance students rate the course? The first question underlies the claim that the high school students are meeting college standards. The second question provides information for both student advising and course improvement.

Course Design

The goal of Self-Paced Calculus is to permit students to master the material covered in an introductory college calculus course at a pace most comfortable to them. The subject matter has been divided into units (or blocks of material) which typically take about one week to cover and learn thoroughly. The student uses a standard calculus textbook and a set of detailed study guides prepared in coordination with the text to learn the material in each unit. Regularly scheduled tutorial periods are also available for individual help as needed. Supplementary problem-solving sessions are scheduled, and a series of programmed booklets are employed in two units.

A series of parallel tests has been prepared for each unit. When the student feels that he or she has mastered the material in a unit, (s)he may request a unit test. If the student passes the test, (s)he may begin to prepare for the next units. If the test is not passed, the student is given tutorial help of a remedial assignment and must then take another version of the test for the same

unit. Again, a pass is required before proceeding to the next unit. Unit tests may be taken as often as needed with no grade penalty for not passing. Tests for all units are available from the beginning of the course so that any student who has had prior preparation in calculus may receive credit for individual units by passing the appropriate unit tests.

In order to earn one academic credit, four units must be passed successfully; eight units passed earns 2 credits, twelve units passed earns 3 credits, and so on. Thus, the speed at which the student progresses through the course and the number of credits (s)he earns depend on how rapidly the material in each of the units can be mastered.

The Students Who Enroll in Project Advance Calculus

Several items on the post-course questionnaire asked students to describe themselves, their academic backgrounds, and their educational plans. Thirty-five of the 40 students completing the questionnaire at the end of the first semester reported an overall high school grade point average of A and a majority of the respondents planned on doing graduate work.

Table 1

Overall Grade Point Average of Students Completing Post-Course Questionnaire 2nd Semester

N	NSPGA
35	A
5	B

SELF-PACED CALCULUS
COURSE SEQUENCE

- TESTS FOR ALL UNITS WILL BE AVAILABLE DURING THE TUTORIAL PERIODS AND MAY BE TAKEN WHEN YOU BECOME PREPARED FOR THEM.
- FAILED UNIT TESTS MAY BE RETAKEN UNTIL PASSED, WITH NO PENALTY.
- SATISFACTORY COMPLETION OF EACH UNIT TEST IS REQUIRED BEFORE PROCEEDING TO THE NEXT.
- THERE IS NO LIMIT TO THE NUMBER OF CREDITS (BEYOND 2) WHICH YOU MAY EARN IN ANY SEMESTER.

MATH 295, 296, UNITS 1-24, (4 UNIT TESTS = 1 CREDIT)

4-CREDIT PACE: COMPLETION OF 16 UNITS PER SEMESTER

3-CREDIT PACE: COMPLETION OF 12 UNITS PER SEMESTER

2-CREDIT PACE: 8 UNITS PER SEMESTER

MATH 397, 398 UNITS 25-42 (3 UNIT TESTS = 1 CREDIT)

4-CREDIT PACE: COMPLETION OF 12 UNITS PER SEMESTER

3-CREDIT PACE: COMPLETION OF 9 UNITS PER SEMESTER

2-CREDIT PACE: 6 UNITS PER SEMESTER

Table 2

Level of Educational Aspirations

N	Education Level
6	Bachelors
16	Masters
18	Doctorate

Only 6 of the 40 reported being enrolled in other college credit courses besides Project Advance. Asked about their parents' response to their interest in a Project Advance course, 23 reported that their parents had encouraged them to enroll, while 17 reported their parents reponse was neutral.

Do High School Students Taking Calculus Through Project Advance Do As Well As College Students Taking the Same Course Through Syracuse University?

Student performance on- and off-campus was compared using an eight-item, 132-point final examination administered at the end of the first semester which covered the equivalent in content of the first eight units (two credit hours) of material in the self-paced method. The test was constructed by faculty in the mathematics department at Syracuse University and was scored by six independent judges who had no association with the self-paced course either on-campus or in the high schools. Each judge scored only one part of the test for each student.

Results

Mean final examination scores for each school are reported in Table 3. Table 4 displays the overall mean examination scores and standard deviations for all Project Advance classes combined, for the self-paced course taught on campus, and for the conventional course taught on campus. These results indicate, first, that considerable consistency in student achievement exists across schools. Secondly, overall, Project Advance students do slightly better than Syracuse University students in that same course and better than Syracuse University students in a conventionally designed calculus course.

Student Ratings of Project Advance Calculus

At the end of each semester students enrolled in Project Advance Calculus were asked to rate the course. During the first semester they completed the "Project Advance Course Evaluation Form" which asked for the students' global ratings of various dimensions of the course. At the end of the second semester they completed the "Classroom Behavioral Survey" (Kelly and Chapman, 1976; Chapman, Holloway, and Kelly, 1976) which asked for student ratings of teacher behaviors and classroom characteristics.

Table 3

Mean Final Examination Scores
by High School

School	Mean Score
1	102.54
2	110.31
3	119.27
4	115.50
5	92.95
6	108.25
7	104.33
8	95.13
9	100.70
10	104.76
P.A. Total	105.69

Table 4

Means and Standard Deviations of Scores on Calculus Examination for Project Advance Calculus, Syracuse University Self-Paced Calculus and Syracuse University Conventional Calculus

Group	Mean	Standard Deviation
Project Advance Calculus	105.69	8.73
S.U. Self Paced	99.34	13.90
S.U. Conventional	82.26	22.65

Summary of First Semester Student Ratings

(151 students responded to the questionnaire. Percentage figure refers to the percent of students responding to the particular item.)

25. All things considered, this course was

	N	%
a) excellent	47	32.2
b) good	79	54.1
c) fair	18	12.3
d) poor	2	1.4

34. Was this course an enjoyable experience for you?

	N	%
a) always	8	6.3
b) frequently	56	44.1
c) occasionally	41	32.2
d) never	22	17.3

35. On the whole, how much do you think you learned?

	N	%
a) a great deal	49	38.9
b) some	48	38.1
c) not very much	20	15.9
d) nothing	9	7.1

40. Rate the adequacy of your opportunity to meet directly with your teacher.

	N	%
a) excellent	25	27.8
b) good	28	31.1
c) fair	23	25.6
d) poor	14	15.6

33. Materials for this course were available when I needed them.

	N	%
a) always	44	34.6
b) usually	58	45.6
c) rarely	23	18.1
d) never	2	1.6

28. Overall, how would you describe the readings in this course?

	N	%
a) very beneficial	34	26.8
b) adequate	27	21.3
c) confusing	33	26.0
d) a waste of time	10	8.3
e) does not apply	23	18.1

29. Generally, how would you describe the work load required by this course?

	N	%
a) very excessive	26	20.8
b) heavy	54	43.2
c) just right	38	30.4
d) rather light	7	5.6

32. Rate the fairness of the college grading procedure (the assignment of letter grades that were used in this course).

	N	%
a) excellent	33	26.4
b) good	61	48.8
c) fair	22	17.6
d) poor	9	7.2

41. Would you recommend this course to your best friend?

	N	%
a) yes	48	55.8
b) no	38	44.2

Students were extremely positive about their overall rating of the course and the amount they felt they had learned. However, nearly half of them found the course "never" or only "occasionally" enjoyable. Over 40% report only "poor" or "fair" opportunity to meet with their teachers. Under 60% of the students would recommend the course to their best friend.

Summary of Students Second Semester Ratings

(At the end of the second semester, 40 students completed the CBS.)

An important consideration for the Project is that when students enroll for the course, they clearly understand what they are getting into. Likewise, previous research on teaching and learning suggests that students are apt to do better and like a course more when they are clear about course objectives and what is expected of them. One area of concern emerging from this study is the 65% of the students either had not understood the objectives of the course or were unsure as to whether they had. Likewise, 60% of the students were either undecided or disagreed with the statement, "This teacher tells us what we are expected to learn."

64. When I enrolled in this course, I clearly understood the objectives of the course.

	N	%
a) strongly agree	2	5.0
b) agree	16	40.0
c) undecided	10	25.0
d) disagree	8	20.0
e) strongly disagree	4	10.0

73. This teacher tells us what we are expected to learn.

	N	%
a) strongly agree	2	5.0
b) agree	16	40.0
c) undecided	10	25.0
d) disagree	10	25.0
e) strongly disagree	2	5.0

On the other hand, nearly all students felt they were given the opportunity to practice things before being tested on them and that they understood why they received the grade they did.

34. In this classroom I am given a chance to practice things before I am tested on them.

	N	%
a) strongly agree	23	57.5
b) agree	15	37.5
c) undecided	2	5.0
d) disagree	0	0
e) strongly disagree	0	0

41. In this class I usually understand why I get the grades I do

		N	%
a)	strongly agree	18	45.0
b)	agree	18	45.0
c)	undecided	2	5.0
d)	disagree	0	0
e)	strongly disagree	0	0

The workload posed by the course did not appear to be a problem. Overall, students found the assignments to be reasonable, and most students found they were able to get their homework done by the time it was due. Likewise, most students found that the classes covered the material they were supposed to.

47. It is difficult to get my homework done by the time it is due.

		N	%
a)	strongly agree	1	2.6
b)	agree	1	2.6
c)	undecided	12	30.8
d)	disagree	15	38.5
e)	strongly disagree	10	25.6

72. In this class the assignments seem reasonable to me.

		N	%
a)	strongly agree	3	7.7
b)	agree	17	43.6
c)	undecided	12	30.8
d)	disagree	6	15.4
e)	strongly disagree	1	2.6

53. In this class we never cover all the material we are supposed to.

		N	%
a)	strongly agree	0	0
b)	agree	3	7.7
c)	undecided	12	30.8
d)	disagree	20	51.3
e)	strongly disagree	4	10.3

Course Difficulty

Seventy-seven percent rated this course as more demanding than other high school courses they had taken and a majority of students thought the course dealt with more complicated ideas.

51. This course is more demanding than the high school courses I have taken.

	N	%
a) strongly agree	15	37.5
b) agree	16	40.0
c) undecided	5	12.5
d) disagree	3	7.5
e) strongly disagree	1	2.5

44. Compared to other classes I've been in, this one deals with very complicated ideas.

	N	%
a) strongly agree	6	15.0
b) agree	19	47.5
c) undecided	7	17.5
d) disagree	6	15.0
e) strongly disagree	2	5.0

However, only about 28% of the respondents thought they got behind if they missed class, an observation consistent with the self-paced concept.

69. If you miss this class you really get behind.

	N	%
a) strongly agree	2	5.1
b) agree	9	23.1
c) undecided	5	12.8
d) disagree	17	43.6
e) strongly disagree	6	15.4

Student Rapport

Students were extremely positive about their rapport with other students in their classroom. Only about half felt they were competing against other students in the class--again a perception consistent with the self-paced design.

63. Generally I feel that students in this class have a good relationship with each other.

	N	%
a) strongly agree	12	30.0
b) agree	23	57.5
c) undecided	3	7.5
d) disagree	2	5.0
e) strongly disagree	0	0

56. I feel like I am competing against the other students in this class.

	N	%
a) strongly agree	5	12.5
b) agree	15	37.5
c) undecided	7	17.5
d) disagree	10	25.0
e) strongly disagree	3	7.5

Clarity

Closely related to this, most students seemed to feel they could ask questions without being embarrassed or laughed at. They were overwhelmingly positive about their teachers' ability to explain ideas and relationships clearly.

49. I am embarrassed to ask questions in this class.

	N	%
a) strongly agree	3	7.5
b) agree	4	10.0
c) undecided	5	12.5
d) disagree	14	35.0
e) strongly disagree	14	35.0

59. If you give a wrong answer in this class, you get laughed at.

	N	%
a) strongly agree	1	2.5
b) agree	10	25.0
c) undecided	7	17.5
d) disagree	16	40.0
e) strongly disagree	6	15.0

35. This teacher explains complicated ideas and relationships clearly.

	N	%
a) strongly agree	17	42.5
b) agree	12	30.5
c) undecided	7	17.5
d) disagree	2	5.0
e) strongly disagree	2	5.0

Teacher Ratings

Overall, students were extremely positive about their teachers. The overwhelming majority of students gave their teachers an overall rating of excellent or good and nearly 95% of the students would recommend that other students take this or another course from their present teacher.

75. Overall this teacher is

	N	%
a) excellent	17	42.5
b) good	20	50.0
c) fair	2	5.0
d) poor	1	2.5

82. I would recommend to my best friend that

	N	%
a) he/she take this course from this teacher	28	71.8
b) he/she take this course from a different teacher	1	2.6
c) he/she take a different course from this teacher	9	23.1
d) he/she take neither this course nor this teacher	1	2.6

Students thought their teachers generally gave good examples to illustrate ideas. Moreover, most students found teachers able to appropriately gauge their answers to students' questions.

54. This teacher usually gives good examples to illustrate ideas.

	N	%
a) strongly agree	7	17.5
b) agree	24	60.0
c) undecided	9	22.5
d) disagree	0	0
e) strongly disagree	0	0

58. This teacher never knows when to stop answering a question.

	N	%
a) strongly agree	3	7.5
b) agree	2	5.0
c) undecided	7	17.5
d) disagree	24	60.0
e) strongly disagree	4	10.0

Teachers communicated their enthusiasm toward teaching, but were seen as somewhat less excited about students' work or the students themselves.

36. This teacher enjoys teaching.

	N	%
a) strongly agree	21	52.5
b) agree	14	35.0
c) undecided	4	10.0
d) disagree	1	2.5
e) strongly disagree	0	0

70. This teacher gets excited when students give good answers or say important things.

	N	%
a) strongly agree	3	7.5
b) agree	6	15.0
c) undecided	14	35.0
d) disagree	15	37.5
e) strongly disagree	2	5.0

42. This teacher makes me feel like I'm an important person.

	N	%
a) strongly agree	2	5.0
b) agree	13	32.5
c) undecided	16	40.0
d) disagree	6	15.0
e) strongly disagree	3	7.5

One factor that might have influenced this somewhat lower rating of teachers is the students' perceptions of their availability. Over 47% indicated the adequacy of their opportunity to meet directly with their teacher was poor or only fair.

80. Rate the adequacy of your opportunity to meet directly with your teacher.

	N	%
a) excellent	11	27.5
b) good	10	25.0
c) fair	9	22.5
d) poor	10	25.0

Still, teachers received a far more positive rating than the course itself. While a majority of the students thought the course dealt with important material and related to other things they were studying, only 40% indicated they would take more courses like this one. As indicated earlier, over 25% of the students would <u>not</u> recommend this course to their friends.

57. This class has very little to do with anything that's important to know.

	N	%
a) strongly agree	3	7.5
b) agree	2	5.0
c) undecided	11	27.5
d) disagree	19	47.5
e) strongly disagree	5	12.5

38. I have trouble seeing how this class relates to other things I am studying.

	N	%
a) strongly agree	3	7.5
b) agree	2	5.0
c) undecided	11	27.5
d) disagree	19	47.5
e) strongly disagree	5	12.5

37. I would like to take more courses designed like this one.

	N	%
a) strongly agree	6	15.0
b) agree	10	25.0
c) undecided	11	27.0
d) disagree	7	17.5
e) strongly disagree	6	15.0

Overall Ratings

Students' overall rating of their class was quite positive and 95% of the students thought they learned "some" or "a great deal."

74. Overall, this class is

	N	%
a) excellent	6	15.0
b) good	22	55.0
c) fair	10	25.0
d) poor	2	5.0

81. On the whole how much do you think you learned?

	N	%
a) a great deal	21	51.5
b) some	17	42.5
c) not very much	0	0
d) nothing	4	5.0

78. Rate the fairness of the grading procedure (the assignment of letter grades that were used in this course).

	N	%
a) excellent	8	20.0
b) good	24	60.0
c) fair	5	12.5
d) poor	3	7.5

Summary

Project Advance and Syracuse University students enrolled in Self-Paced Calculus took a common final examination at the end of the fall semester, 1975. Results of the comparison indicate: 1) considerable consistency in student achievement across high schools, and 2) Project Advance students do slightly better than Syracuse University students in the same course and better than Syracuse University students in a conventionally designed calculus course.

Students were generally positive about the course and extremely positive about their teachers. Nearly all students were quite positive about the amount they had learned. Most students found the course to be more difficult than other high school courses they have taken.

Evaluation of Project Advance Freshman English, 1975-76

a. A Comparison of Essays written by Project Advance and Syracuse University Students

b. Student Ratings of Project Advance Freshman English

David Chapman

Evaluation of Project Advance Freshman English, 1975-76

a. A Comparison of Essays Written by Project Advance and Syracuse University Students

b. Student Ratings of Project Advance Freshman English

The evaluation of Project Advance Freshman English conducted during 1975-76 was organized around four questions which are frequently asked about this course. This report deals with the first three: How does the course operate? Does student performance in Project Advance English really meet college standards? And, how do students rate the course? The fourth question, treated as a separate report, is "What is the impact of Project Advance English on the overall curricula of high schools in which it operates"?

The present report describes Project Advance Freshman English as it was offered during 1975-76. It reports on a study which compared the quality of papers written in Project Advance Freshman English with those written by students in Freshman English at Syracuse University. Lastly, it describes student response to the course as the course operated in their high schools.

Description of Project Advance Freshman English

The freshman English course offered at Syracuse University and in the high schools through Project Advance is a self-paced course focusing on composition and literature. The structure of the course is outlined in Figure 1. The student initially demonstrates his proficiency in basic grammar and composition skills on a placement test which indicates at what level he should begin the course. A student deficient in basic grammar skills is placed in Level I, where he is assigned relevant self-instruction texts and is regularly given criterion tests in the area(s) of his weakness. When he reaches a predetermined level of proficiency measured by these criterion tests, the student

moves into Level II (Essay Writing). The student, on the other hand, whose performance on the diagnostic test demonstrates adequacy in these basic grammar skills may be placed immediately in Level II where a diagnostic essay is written. If he writes a weak essay, the student remains in Level II where he must write at least two consecutive passing essays before moving to Level III (Literature). A strong diagnostic essay will place him in Level III, which consists of a series of minicourses in fiction, poetry, selected literary topics, and independent research.

Wherever a student is placed in the course, he moves at his own pace toward advanced levels. The self-paced concept in English assumes and accommodates the wide range of English language proficiency which students bring to college.

The purpose of this study was first, to compare the quality of student writing between the Project Advance and campus courses and, second, to identify the dimensions of writing which distinguished Project Advance from campus papers and those which distinguished passing from failing papers. In comparing the quality of papers, the study answered two questions: 1) Were papers written by Project Advance students which received passing grades as good as papers written by students on campus? and 2) Were failing papers written in Project Advance English as poor as papers which were considered failing on campus?

Procedure

To answer these questions, three judges were asked to rate both passing and failing papers written on- and off-campus across scales which assessed different dimensions of writing skill.

Development of the Rating Scales

These scales were developed from the results of the writing comparison conducted the previous year (Chapman, 1976). During this earlier evaluation, three judges were asked to describe and compare four piles of papers: passing and failing papers written in Project Advance and on-campus. The judges were not told the source or the authorship of the papers in the pile.

At Level II, the judges established eight criteria along which the papers were considered. These included Grammar and Mechanics, Language Competency, Style, Organization, Support, Topic and Thesis, Logic and Depth of Thought. The judges comments describing each pile are presented

in Appendix A. The same general procedure was used at Level III. Here the judges established six criteria to use in describing Level III papers. These included Topic and Thesis, Support and Logic, Grammar and Mechanics, Diction and Usage, and Style and Organization. The judges' descriptions of these papers are also found in Appendix A.

The scales in the present study follow the criteria established in this earlier study; and, the descriptions were used to suggest the problems that might typify the low, middle, and high points of each scale. The eight scales for Level II and the six scales for Level III are presented in Appendix B.

The judges' ratings can be used to answer four questions:

1) To what degree did the judges agree with the ratings originally given to the papers by the instructors and to what extent did the judges agree with each other in this matter?

2) What were the average ratings by the judges of passing and failing papers along each scale in Project Advance and at Syracuse University?

3) To what degree did the judges agree with each other in their ratings of these papers?

4) Which scales best discriminate among groups of papers that were passing and failing, on- and off-campus?

Level II - Composition

Table 1 reports how each judge rated the papers with each group. All three judges would fail most of the papers that were originally rated as failing both on campus and in Project Advance. Moreover, all three judges failed at least ten of the twelve papers originally considered to be passing on campus. The Project Advance papers fared better: at least six of the twelve papers were rated as passing by all three judges, and one judge rated eleven of the twelve to be passing.

The degree to which the judges agreed with each other, (i.e. the interrater reliability) is reported in Table 2. The overall interrater reliabilities are in the moderate-to-low range, although Dietrick (1974) reports that interrater reliability in English rating studies is generally around .3. By his observation, these results appear average for this type of study. The low interjudge reliability was due largely to the negative correlations among judges' ratings of the Syracuse University

Table 1

Judges Overall Ratings of Level II Papers

Original Grade	N	Judge 1		Judge 2		Judge 3		Complete Agreement Among Judges	
		Passing	Failing	Passing	Failing	Passing	Failing	Passing	Failing
SU - Passing	12	2	10	2	10	1	11	0	7
PA - Passing	12	7	5	6	6	11	1	5	1
SU - Failing	12	1	11	2	10	1	11	1	10
PA - Failing	12	2	10	0	12	3	9	0	7

Table 2

Interrator Reliability of Three Judges' Overall Ratings of Level II Papers

	J 1	J 2	J 3	
Actual Grade	.29	.31	.35	Overall
J 2	.41			
J 3	.41	.40		
J 2	-.20			SU - P
J 3	-.13	-.13		
J 2	.67			SU - F
J 3	1.00	.67		
J 2	.51			PA - P
J 3	.36	.30		
J 2	—*	—*		PA - F
J 3	-.26			

*Unable to compute a correlation

passing papers. While all the judges failed most of those papers, there was considerable disagreement among the judges as to which ones were passing. Note, however, the high inter-judge reliabilities of the rating assigned to the Syracuse University failing papers. There was considerably greater agreement among the judges in what constituted a failing paper on campus than in Project Advance.

Which scales contributed most to a judge's overall decision to pass or fail a Level II paper? To answer this question, each judge's ratings on the eight scales were analyzed separately using statistical procedure called discriminant analysis. This procedure identifies the scales which together best separate overall passing from overall failing papers. A fuller discussion of the procedure is provided in Nie, et al, 1975 and in Cooley and Lohmes, 1976. The statistical results are reported in Appendix A. However, the scales that best predicted a judge's overall rating of a paper are reported in Figure 1 below. For each judge the scales are

Importance of Contribution	Judge 1	Judge 2	Judge 3
1	support	topic & thesis	support
2	grammar & mechanics	logic	depth of thought
3	organization	organization	style
4	style	—	language competency
5	—	—	logic

Figure 1. Rating scales that best predict each judge's overall ratings of a paper.

listed in their order of importance. Note that four aspects--support, organization, style, logic--each contribute to the overall rating for at least two of the judges. It appears that, although judges agreed on their ratings of papers, they based their decisions on different criteria of writing.

Conclusion: The comparison of Level II papers written by students in Project Advance and at Syracuse University indicate that Project Advance students meet, and indeed exceed, Syracuse University writing standards for Level II papers.

Level III - Literature

Table 3 reports the original distribution of grades of the Level III papers in this study and the distribution of grades assigned by each judge. There appears to be moderate agreement among judges and between the judges' grades and the original grades the papers received. This is reflected in Table 4, which reports interjudge reliabilities for ratings at Level III. The overall reliability is reduced by the disagreement among judges regarding Syracuse University failing papers. Low agreement among judges is again evident in the Project Advance failing papers. The correlation of judges' ratings of both groups of passing papers is substantial.

Table 4

Interrater Reliability of Three Judges' Overall Ratings of Level III Papers

		J1	J2	J3
Overall	Actual Grade	.50	.59	.57
	J2	.41		
	J3	.46	.57	
SU - P	J2	.86		
	J3	.56	.67	
SU - F	J2	-.47		
	J3	-.13	.23	
PA - P	J2	.53		
	J3	.79	.31	
PA - F	J2	.25		
	J3	.10	.12	

The mean score for each group on each scale is presented in Figure II. The scales in Figure II on which the distance between passing papers and failing papers is greatest are the scales which contributed most to the judges' discrimination between passing and failing papers. Figure II, then, suggests that Organization, Topic and Thesis, and Support and Logic were the most important dimensions to the judges' determination of passing and failing papers. As Figure II indicates, Syracuse University passing papers were generally rated above Project Advance passing papers. However, both passing piles of papers were clearly rated better than the failing piles.

Table 3

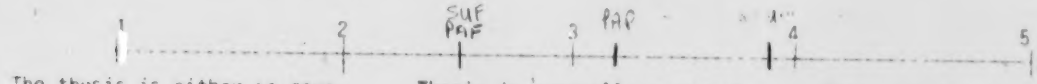
Judges Overall Grading of Level III Papers

	Original Grade Assigned	Number of Papers Originally receiving each grade	Number of papers receiving each grade from each judge Judge 1	Judge 2	Judge 3
SU-Passing (N=10)	A	4	—	2	3
	B	3	1	7	2
	C	3	7	—	1
	D	—	1	1	2
	E	—	1	—	2
PA Passing (N=10)	A	2	—	1	—
	B	4	2	2	2
	C	4	4	6	5
	D	—	2	1	3
	E	—	2	—	1
SU-Failing (N=10)	A	—	—	—	—
	B	—	1	2	1
	C	—	1	3	1
	D	6	3	5	4
	E	4	5	—	4
PA-Failing (N=10)	A	—	—	—	—
	B	—	—	1	—
	C	—	4	4	—
	D	5	3	5	6
	E	5	3	—	4

Figure II

Paper Rating Sheet
Form B

1. Topic and Thesis (Limitation of thesis and definition of topic; conceptualization of the problem; application of critical method; comparative depth of understanding)

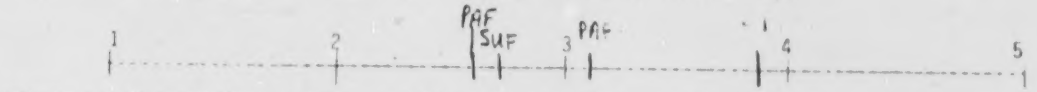


The thesis is either so general or so vague that an argument cannot be developed to support it. Topic not properly limited. Inability to define the tasks of literary analysis and therefore lacks a critical method. Shallow depth of understanding.

Thesis is generally weak and unclear; topic is generally defined, and shows vague understanding of the tasks of literary analysis. Parts of the analysis are good, however, some parts may not be relevant to the primary aim of the paper. Evidence of incomplete understanding.

Topic and thesis are limited and clearly defined. Development is uneven. Clear understanding of task and clear depth of understanding. Generally good and consistent application of the critical method.

2. Support and Logic (Presence, type, appropriateness, sufficiency)

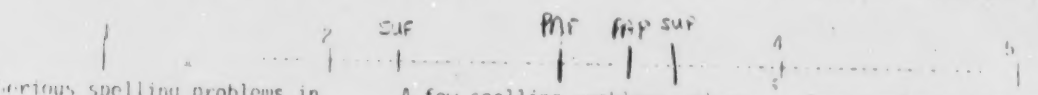


Heavy use of summaries. Failure to refer to leterary work in support of statements about it

Some use of quotations and examples but heavy reliance on summary statements not requiring support. Students had a tendency to digress while introducing evidence. Papers show an awareness of the need for supporting evidence but evidence is often inappropriate.

Support is present with many good examples, though the examples are occasionally inappropriate. Effective use of quotes. Evidence is sufficient to prove a point.

3. Grammar and Mechanics (Spelling; punctuation; agreement; run-ons; sentence structure failures)

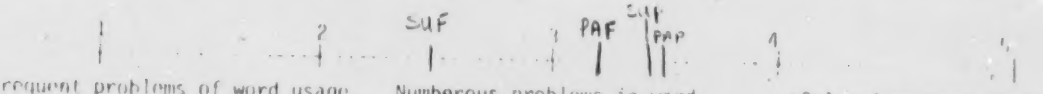


Serious spelling problems in commonly used words. Punctuation problems (misuse of apostrophies, missing and unused commas, misuse of colons and semicolons, quotation marks and associated punctuation). Occasional fragments. Agreement problems (e.g., subject-verb). Occasional comma splices.

A few spelling problems, minor punctuation problems and grammatical problems.

Rare sentence and punctuation problems, sentence structure problems or fragments

4. Diction and Usage (Word choice; misuse of words)

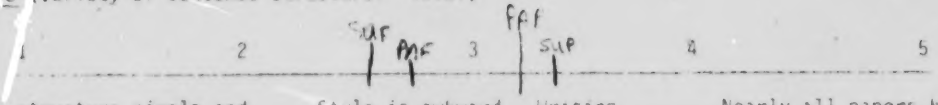


Frequent problems of word usage. Improper word choice is frequent.

Numberous problems in word choice and usage. Tendency toward wordiness. Awkward phrasing.

Only minor word choice errors in attempt to make rather sophisticated statements.

5. [illegible] (Variety of sentence structure: level)

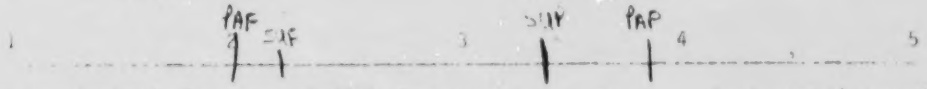


Sentence structure simple and repetitive. Some attempts at variety, including inversions. Many major sentence failures. Frequent lack of clarity.

Style is awkward. Writing shows weakness in handling formal style. Some lack of clarity.

Nearly all papers have sophisticated and varied sentence structures.

6. Organization (Paragraphing overall organization; internal structure of paragraphs; transitions sense of development; conclusions; plot summary versus reasoned analysis)



Plot summaries instead of argument. A reliance on a temporal sequence rather than a logical argument. Little reasoned analysis. Internal structure of paragraphs is random or plot based.

Indivíual paragraphs are generally well organized but the relationship between paragraphs is weak. There is a sense of reasoned analysis and an attempt to draw conclusions which may falter due to failure to define a literay problem clearly.

Good overall organization and development. Excellent transitions where they occur. Internal structure of paragraphs is good. Conclusions are sound. Students employed relevant conclusions to tie the threads of the argument together. Most papers present a reasoned analysis.

Overall, I would rate this paper:

A

B

C

D

F

This finding is quite consistent with those of previous years. Syracuse University students have consistently done better than Project Advance students at Level III. In the English evaluation conducted during 1975-76, Syracuse University papers were judged to be generally successful in pursuing difficult ideas, had good focus, and demonstrated a highly sophisticated understanding of the task. Project Advance papers were described as having fairly good organization and demonstrating a good understanding of the task; however, the papers lacked focus. The Project Advance passing papers were distinguished from the Syracuse University passing papers primarily by the large number of grammar and mechanical problems in the high school set (Chapman, 1976). In the present study, the scales that were most important in separating PA passing from SU passing at Level III were Support and Logic and Topic and Thesis. These two groups were very close in their ratings on Grammar and Mechanics.

Student Ratings of Freshman English

Previous evaluations of Freshman English have always involved some assessment of student attitudes toward the course. However, frequently this information was too general in nature to suggest specific areas of strength or weakness of the course. This evaluation used a new instrument, the Classroom Behavior Survey (CBS) (Kelly and Chapman, 1975), which asked students to rate more specific student and teacher behaviors and classroom characteristics to describe student's experience in Freshman English. The items of the CBS are reported in eight general categories:

1. Clarity of course objectives and performance criterion
2. Practical value of course to student
3. Course difficulty and workload
4. Dullness
5. Student openness and rapport
6. Teacher clarity in presenting material
7. Teacher enthusiasm
8. Business-like behavior of teacher

The distribution of student responses is reported in Table 5 and summarized below.

Summary of Student Ratings

Most students entering Project Advance Freshman English were reasonably clear about the course objectives when they enrolled in the course and about

Table 5

Distribution of Student Ratings of Project Advance English, 1975-76

Clarity of Course Objectives and Performance Criterion	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No response
When I enrolled in this course, I clearly understood the objectives of the course.	96 (11.0)	352 (40.3)	165 (18.9)	199 (22.8)	48 (5.5)	14 (1.6)
In this classroom I am given a chance to practice things before I am tested on them.	131 (15.0)	356 (40.7)	212 (24.3)	128 (14.6)	42 (4.8)	5 (0.6)
In this class I usually understand why I get the grades I do.	197 (22.5)	464 (53.1)	89 (10.2)	84 (9.6)	34 (3.9)	6 (0.7)
This teacher tells us what we are expected to learn.	95 (10.9)	466 (53.3)	185 (21.2)	93 (10.6)	21 (2.4)	14 (1.6)
Even before I turn in work in this class, I know what the criticism of it will be.	62 (7.1)	240 (27.5)	244 (27.9)	269 (30.8)	53 (6.1)	6 (0.7)
Practical Value of Course to Student						
In this class we learn things that are very practical.	115 (13.2)	371 (42.4)	224 (25.6)	118 (13.5)	40 (4.6)	6 (0.7)
I have trouble seeing how this class related to other things I am studying.	29 (3.3)	75 (8.6)	142 (16.2)	405 (46.3)	219 (25.1)	4 (0.5)
I have used what I am learning in this class in others that I am taking.	133 (15.2)	425 (48.6)	139 (15.9)	133 (15.2)	31 (3.5)	13 (1.5)
This class has very little to do with anything that's important to know.	25 (2.9)	46 (5.3)	133 (15.2)	425 (48.6)	235 (26.9)	10 (1.1)
This course is giving me a good background in this subject.	240 (27.5)	461 (52.7)	106 (12.1)	43 (4.9)	11 (1.3)	13 (1.5)
Course Difficulty and Workload						
This course is more demanding than the high school courses I have taken.	360 (41.2)	356 (40.7)	73 (8.4)	58 (6.6)	18 (2.1)	9 (1.0)
Compared to other classes I've been in, this one deals with very complicated ideas.	118 (13.5)	289 (33.1)	194 (22.2)	234 (26.8)	34 (3.9)	5 (0.6)
If you miss this class, you really get behind.	33 (3.8)	152 (17.4)	176 (20.1)	393 (45.0)	105 (12.0)	15 (1.7)
In this class, I can answer most of the questions the teacher asks.	56 (6.4)	428 (49.0)	231 (26.4)	128 (14.6)	17 (1.9)	14 (1.6)
In this class, the assignments seem reasonable to me.	75 (8.6)	439 (50.2)	190 (21.7)	110 (12.6)	46 (5.3)	14 (1.6)
It is difficult to get my homework done by the time it is due.	147 (16.8)	240 (27.5)	149 (17.0)	246 (28.1)	84 (9.6)	8 (0.9)

Table 5 (Continued)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No response
Dullness						
This is a very dull class.	64 (7.3)	108 (12.4)	179 (20.5)	366 (41.9)	152 (17.4)	5 (0.6)
Generally, this class bores me stiff.	64 (7.3)	94 (10.8)	170 (19.5)	350 (40.0)	186 (21.3)	10 (1.1)
Student Openness and Rapport						
I feel very free to express my opinions in this class.	207 (23.7)	383 (43.8)	151 (17.3)	93 (10.6)	30 (3.4)	10 (1.1)
If you give a wrong answer in this class, you get laughed at.	25 (2.9)	71 (8.1)	118 (13.5)	457 (52.3)	193 (22.1)	10 (1.1)
I am embarrassed to ask questions in this class.	25 (2.9)	66 (7.6)	119 (13.6)	440 (50.3)	218 (24.9)	6 (0.7)
If I don't understand something in this class, I prefer to ask another student rather than the teacher.	43 (4.9)	150 (17.2)	182 (20.8)	379 (43.4)	110 (12.6)	10 (1.1)
This teacher frequently asks other students to comment on what has happened.	110 (12.6)	487 (55.7)	160 (18.3)	76 (8.7)	20 (2.3)	21 (2.4)
I feel like I am competing against the other students in this class.	65 (7.4)	222 (25.4)	198 (22.7)	298 (34.1)	81 (9.3)	10 (1.1)
Generallly, I feel that students in this class have a good relationship with each other.	191 (21.9)	543 (62.1)	89 (10.2)	26 (3.0)	11 (1.3)	14 (1.6)
Several of my best friends are in this class.	196 (22.4)	392 (44.9)	76 (8.7)	163 (18.6)	40 (4.6)	7 (0.8)
Teacher Clarity in Presenting Material						
This teacher explains complicated ideas and relationships clearly.	215 (24.6)	426 (48.7)	136 (15.6)	68 (7.8)	24 (2.7)	5 (0.6)
This teacher usually gives good examples to illustrate ideas.	176 (20.1)	474 (54.2)	149 (17.0)	46 (5.3)	18 (2.1)	11 (1.3)
This teacher frequently uses words I don't know.	37 (4.2)	120 (13.7)	122 (14.0)	453 (51.8)	136 (15.6)	6 (0.7)
This teacher talks so fast I frequently have trouble following.	17 (1.9)	44 (5.0)	83 (9.5)	520 (59.5)	205 (23.5)	5 (0.6)
I frequently don't understand what's being discussed in this class.	9 (1.0)	58 (6.6)	98 (11.2)	556 (63.6)	139 (15.9)	14 (1.6)

the performance of criterion operating in the course once they were enrolled. Most considered the course to be a good background in the subject and useful in other things they were studying. Curiously, most thought the course more difficult than other courses they had taken, but considerably fewer thought it dealt with more complicated ideas. Students thought they had good relationships both with other students and with the teacher.

The area in which students were most positive was in their ratings of the teachers' clarity in presenting the course material. They thought that students explained complicated ideas and relationships clearly, used good examples to illustrate ideas, and used a vocabulary they understood. Moreover, students perceived their teachers to be enthusiastic toward teaching, a factor some research suggests may be related to student achievement (Chapman, Holloway, and Kelly, 1976).

Materials for this course were available when I needed them.

	#	%
always	345	39.5
usually	454	51.9
rarely	52	5.9
never	6	0.7
no response	17	1.9

Rate the adequacy to meet directly with your teacher.

	#	%
excellent	453	51.8
good	307	35.1
fair	77	8.8
poor	20	2.3
no response	17	1.9

Generally, how would you describe the workload required by this course?

	#	%
very excessive	104	11.9
heavy	529	60.5
just right	208	23.8
rather light	16	1.8
no response	17	1.9

Overall this class is

	#	%
excellent	241	27.6
good	437	50.0
fair	154	17.6
poor	28	3.2
no response	14	1.6

Overall this teacher is

	#	%
excellent	414	47.4
good	348	39.8
fair	72	8.2
poor	24	2.7
no response	16	1.8

The content of this course is

	#	%
excellent	209	23.9
good	484	55.4
fair	139	15.9
poor	27	3.1
no response	15	1.7

On the whole, how much do you think you learned?

	#	%
a great deal	515	58.9
some	295	33.8
not very much	43	4.9
nothing	5	0.6
no response	16	1.8

I would take more courses designed like this one.

	#	%
strongly agree	165	18.9
agree	283	32.4
undecided	230	26.3
disagree	111	12.7
strongly disagree	81	9.3
no response	4	0.5

I would recommend to my best friend that

	#	%
he/she take this course from this teacher	640	73.2
he/she take this course from a different teacher	81	9.3
he/she take a different course from this teacher, but not this one	85	9.7
no response	20	2.3

Summary

This study compared the quality of student writing between Project Advance and Syracuse University students enrolled in Freshman English. To do this, three judges rated both passing and failing papers written on and off campus across scales which assessed different dimensions of writing skill. The comparison of student writing at Level II (Composition) indicated that Project Advance students meet, and indeed exceed, Syracuse University writing standards for Level II papers. At Level III (Literature), Syracuse University passing papers were generally rated above Project Advance passing papers. However, both groups of papers were clearly rated better than the failing groups of papers. Student ratings of the course were collected using the Classroom Behavior Survey. Overall, students were quite positive about the course and their teachers. In particular, students were extremely positive in their ratings of teachers' clarity in presenting the course material.

Appendix A

Judges Descriptions of Project Advance and Syracuse University Papers Written at Level II and Level III During 1974-75

JUDGES DESCRIPTIONS OF PROJECT ADVANCE AND SYRACUSE UNIVERSITY PAPERS WRITTEN AT LEVEL II

	Grammar and Mechanics (Spelling, punctuation, agreement)	Language Competency (Sentence structure, fragments, run-ons; dialect problems; overall degree of seriousness of language use errors)	Style (Diction, i.e., word choice and range of vocabulary clarity; appropriateness; consistency of style, sophistication of style)
Project Advance Passing	Few problems; generally minor	Competent	Large working vocabularies. Wide range and control of sentence structures and rhetorical effects. Papers are clear, appropriate, and sophisticated in most cases.
Project Advance Failing	Few problems; generally minor.	Competent	Range of vocabulary was better than either set of University papers. Sentence structure was varied (rhetorical questions, etc.) including inversions. Some successful attempts at sophistication of style, fairly clear style.
Syracuse University Passing	Spelling is generally not a serious problem. Punctuation and agreement are adequate.	Fragments and run-ons are rare. Mistakes are in punctuation rather than sentence structure. Sentence structure lacks variety--mostly simple sentences with moderate use of subordination.	Style does not apply to these papers.
Syracuse University Failing	Spelling errors in "speaking vocabulary." Frequent grammatical and mechanical errors. Frequent agreement problems.	Fragments and run-ons are in most papers. Students do not seem to have a solid notion of what a sentence is. Errors may limit ability of reader to understand.	Style does not apply to these papers.

JUDGES DESCRIPTIONS OF PROJECT ADVANCE AND SYRACUSE UNIVERSITY PAPERS WRITTEN AT LEVEL II

	Organization (Development and progression; consistency; agreement present and well done; paragraphing, and transitions)	Support (Presence; type; sufficiency; appropriateness)
Project Advance Passing	Generally good organization (through the use of sophistication modes of organization). Clear beginning, middle, and end. Clear sense of what an argument is. Arguments are convincing. Good progression across paragraphs and good transitions. Good and varied paragraphs, internally well organized.	Assertions almost always supported by a variety of types of support--authority, facts (some irrelevant), opinions, emotional appeal, etc. Support is generally sufficient and appropriate.
Project Advance Failing	Papers are organized (but the range is poor to good). Paragraphs are in the appropriate order, but the organization within paragraphs is often lacking. Transitions are recognized as important but not well handled.	Assertions generally supported by a number of pieces of evidence. Support is generally sufficient. Types of support include mostly facts (though they may be incorrect), opinion (but seldom used exclusively). Support is generally appropriate to assertion.
Syracuse University Passing	Major problems with organization. Development is weak or non-existent (often repetitive); not clearly divided into parts. Little ordering between paragraphs. Transitions were inappropriate. Students seemed to have little or no grasp of the logical structure of what the argument should be like to convince the reader.	Support is present but frequently insufficient. Evidence is often opinion and cliches.
Syracuse University Failing	Organization was poor. Papers were serially ordered (series of unintegrated statements). Generally no beginning or end, or, the end is "forced." There is a concept of "paragraphs," but it is weak (sometimes too much in a paragraph, sometimes too little in a paragraph). Little ordering within and between paragraphs. No transitions.	Some attempts at support; no formal distinctions between types of evidence. Restatement of assertions offered as support. More frequent use of unsupported opinion. Support is sometimes inappropriate, generally inadequate. Writers appear not to know how to support their assertions.

JUDGES DESCRIPTIONS OF PROJECT ADVANCE AND SYRACUSE UNIVERSITY PAPERS WRITTEN AT LEVEL II

	Topic and Thesis (Topic present and limited; thesis present and limited)	Logic (Definition of terms; consistency; logical failures)	Depth of Thought (Superficial; well thought out)
Project Advance Passing	Little or no confusion about topic and thesis.	Definitions well developed and well used. Sophisticated definitions. When logical errors occur, they are sophisticated. Many assumptions are examined.	Generally successful in pursuing difficult ideas.
Project Advance Failing	Topic always defined and generally well limited. Thesis generally defined and limited but often weakly stated. The papers, as a group, were inconsistent.	Terms are generally defined (with some outstanding failures). Writers are aware of the fact that terms need to be defined. Assumptions are occasionally examined. No gross logical inconsistencies, but some more subtle inconsistencies.	Papers generally deal with more difficult issues and often attempt to pursue ideas to their logical conclusions (with some notable exceptions).
Syracuse University Passing	Topic clear and generally limited. Thesis present and generally clear.	Illogical connections between statements. Few problems with undefined terms, but definitions (when present) may not be as strong as they might be. Logical inconsistencies appear often. Students do not understand the concepts of relations and explanations.	Some beginning efforts to exceed superficiality, but the attempt often fails.
Syracuse University Failing	Topic present but not limited and sometimes not well defined. Topic shifts frequently. Papers seldom have a thesis statement although a purpose may be present.	Terms are ill-defined and sometimes misused. Self contradictions are frequent. Frequent errors in reasoning. Frequent logical fallacies (e.g., non-sequitor).	Generally shallow.

JUDGES DESCRIPTIONS OF PROJECT ADVANCE AND SYRACUSE UNIVERSITY PAPERS WRITTEN AT LEVEL III

	Topic and Thesis (Presence of thesis, topic and thesis limited; conceptualization of the problem; application of critical method; depth of understanding)	Support and Logic (Presence, type, appropriateness, sufficiency)	Grammar and Mechanics (Spelling; punctuation; agreement; run-ons; sentence structure failures)
Syracuse University Passing	Topic and thesis are generally good, but development is uneven. Topic and thesis are well limited. Clear understanding of the task. Generally good and consistent application of the critical method. Clear depth of understanding.	Support is present with many good examples, though the examples are occasionally inappropriate. Frequent and effective use of quotes. Evidence is generally sufficient to prove a point.	A few spelling and punctuation problems. A few sentence structure problems. Some fragments.
Project Advance Passing	Thesis is generally weak and unclear but topic is generally defined and shows understanding of the tasks of literacy analysis. Parts of the analysis are often good, however, some parts may not be relevant to the primary aim of the paper. Papers occasionally show real depth of understanding.	Support is present (quotation, specific references); sometimes sufficient, sometimes inadequate, but generally appropriate.	A few minor grammatical errors. Some awkward and weak sentence structures.
Project Advance Failing	General inability to define a literary problem. Hence, problems in all other areas result.	Some use of quotations and examples but heavy reliance on summary statements not requiring support. Students had a tendency to digress while introducing evidence. Evidence is often inappropriate (because of the digressions). Papers show an awareness of the need for supporting evidence. Evidence is generally sufficient.	A few spelling problems and minor punctuation problems. Some grammatical problems.
Syracuse University Failing	General problem in the thesis (either so general or so vague that an argument cannot be developed to support it). Topic not properly limited. Inability to define the tasks of literacy analysis and therefore lacks a critical method. Shallow depth of understanding.	Heavy use of summaries. Infrequent use of quotations. Many unsupported statements and use of non-argumentative statements that do not demand support.	Serious spelling problems (words they should know how to spell). Punctuation problems (misuse of apostrophies, missing and unused commas, misuse of colons and semicolons, quotation marks and associated punctuation). Occasional fragments. Agreement problems (e.g., subject-verb). Occasional comma splices.

JUDGES DESCRIPTIONS OF PROJECT ADVANCE AND SYRACUSE UNIVERSITY PAPERS WRITTEN AT LEVEL III

	Diction and Usage (Word choice; misuse of words)	Style (Variety of sentence sturcture: level)	Organization (Paragraphing--overall organization; internal structure of paragraphs; transitions--sense of development; conclusions; plot summary versus reasoned analysis)
Syracuse University Passing	Numerous problems in word choice and usage in an attempt to make rather sophisticated statements.	Nearly all papers have sophisticated and varied sentence structures. Some highly sophisticated sentence structures do not work	Generally a sense of overall organization and development, but only a few papers remain consistent throughout. Some excellent transitions, but in some others the transitions are entirely lacking. Internal structuring of paragraphs is generally good. Conclusions are generally good. Students frequently employed relevant conclusions to tie the threads of the argument together. Most papers present a reasoned analysis.
Project Advance Passing	Minor word choice errors.	Moderately comfortable with formal style and fairly sophisticated sentence structures (e.g., inversions).	Individual paragraphs are generally well organized but the relationship between paragraphs is sometimes weak (sometimes due to a lack of flow). Generally an understanding of the need for conclusions. Conclusions are always attempted and sometimes are well executed. No plot summaries. There is generally a sense of reasoned analysis and logical clarity.
Project Advance Failing	Tendency toward wordiness. Awkward phrasing.	Style is forced. Students seem to be writing according to what they think is expected of them and they are less able to handle formal style fluently. Some lack of clarity.	Poor paragraphing (both internally and overall--probably derived from an inability to define a literary problem. Occasional reliance on plot summary rather than reasoned analysis, though there is generally an attempt to draw conclusions.
Syracuse University Failing	Frequent problems of word usage. Improper word choice is frequent.	Failing in attempts to produce sophisticated structures. Sentence structure generally simple and repetitive. Some attempts at variety, including inversions. Many major sentence failures. Frequent lack of clarity.	Plot summaries instead of argument. Organized around plot instead of argument. A reliance on a temporal sequence rather than a logical argument. Little reasoned analysis. Internal structure of paragraphs is random or plot based.

Appendix B

Paper Rating Scales Used by Judges to Rate Level II and Level III Papers in this Study

Paper Rating Sheet
Form A

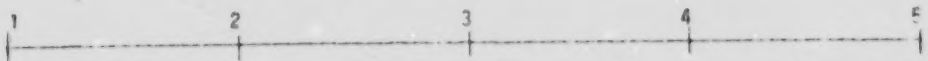
1. Grammar and Mechanics (spelling, punctuation, agreement)

Spelling errors in "speaking" vocabulary." Frequent grammatical and mechanical errors. Frequent agreement problems.

Spelling not a serious problem. Punctuation and agreement adequate in that they do not interfere with communications.

Few problems, generally minor when they do occur.

2. Language Competency (sentence structure, fragments, run-ons; dialect problems; overall degree of seriousness of language use errors)

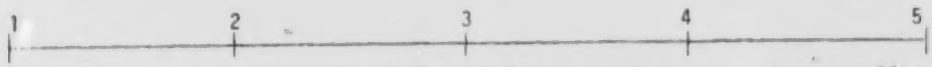


Fragments and run-ons in most papers. Errors may limit ability of readers to understand.

Fragments and run-ons are rare. Mistakes are in punctuation rather than sentence structure. Sentence structure lacks variety--mostly simple sentences with moderate use of subordination.

Sentence structure is under control. Fragments and run-ons do not occur. No serious language use errors.

3. Style (Diction, i.e., word choice and range of vocabulary;clarity; appropriateness; consistency of style, sophistication of style)

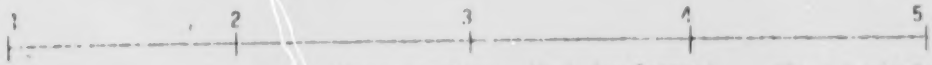


Style does not apply to these papers.

Range of vocabulary was adequate for the task. Sentence structure was varied (rhetorical questions, inversions). Meaning clear.

Large working vocabularies. Wide range and control of sentence structures and rhetorical effects. Papers are clear, appropriate, and sophisticated in most cases.

4. Organization (Development and progression; consistency; agreement present and well done; paragraphing, and transitions)

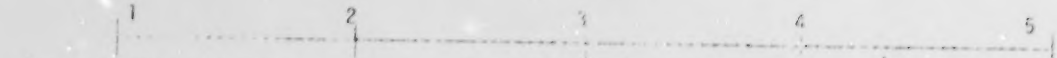


Organization was poor. Papers were serially ordered (series of unintegrated statements). Generally no beginning or end, or, the end is "forced." There is a concept of paragraphs." Little ordering within and between paragraphs. No transitions.

Major problems: Weak development, unclear division into parts. Little ordering between paragraphs. Inappropriate transitions. Students do not use the logical structure of the argument to convince the reader.

Clear beginning, middle and end. Clear sense of what an argument is. Arguments are convincing. Good progression across paragraphs and good transitions. Good and varied paragraphs, internally well organized.

5. Support (Presence; type; sufficiency; appropriateness)



Some attempts at support; no formal distinctions between types of evidence. Restatement of assertions offered as support. More frequent use of unsupported opinion. Support is sometimes inappropriate, generally inadequate.

Assertions generally supported by a number of pieces of evidence. Support is generally sufficient. Types of support include mostly facts (though they may be incorrect), opinion (but seldom used exclusively). Evidence is often opinion and cliches.

Assertions almost always supported by a variety of types of support--authority, facts, opinions, emotional appeal, etc. Support is sufficient and appropriate.

6. Topic and Thesis (Topic is clearly stated. The thesis is present and limited to the content of the paper).

Topic present but not limited or well defined. Topic shifts frequently. Papers seldom have a thesis statement although a purpose may be present.

Topic always defined and generally well limited. Thesis generally defined and limited but often weakly stated.

Little or no confusion about topic and thesis.

7. Logic (Definition of terms; consistency; logical failures)

Terms are ill-defined and sometimes misused. Self contradictions are frequent. Frequent errors in reasoning. Frequent logical fallacies (e.g., non-sequitur).

Terms are generally defined. Assumptions are occasionally examined. Illogical connections between statements occur. Logical inconsistencies appear often.

Definitions well developed and well used. Sophisticated definitions. When logical errors occur, they are sophisticated. Many assumptions are examined.

8. Depth of Thought (Superficial versus well thought out)

Evidence of superficial or shallow thought.

Papers introduce difficult issues but fail to pursue them. Obvious effort to exceed superficiality.

Well thought-out, difficult ideas successfully pursued.

Overall, I would rate this paper as:

[ ] Pass

[ ] Not yet Passing

Paper Rating Sheet

Form B

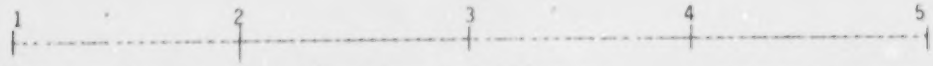
1. Topic and Thesis (Limitation of thesis and definition of topic; conceptualization of the problem; application of critical method; comparative depth of understanding)

The thesis is either so general or so vague that an argument cannot be developed to support it. Topic not properly limited. Inability to define the tasks of literary analysis and therefore lacks a critical method. Shallow depth of understanding.

Thesis is generally weak and unclear; topic is generally defined, and shows vague understanding of the tasks of literary analysis. Parts of the analysis are good, however, some parts may not be relevant to the primary aim of the paper. Evidence of incomplete understanding.

Topic and thesis are limited and clearly defined. Development is uneven. Clear understanding of task and clear depth of understanding. Generally good and consistent application of the critical method.

2. Support and Logic (Presence, type, appropriateness, sufficiency)

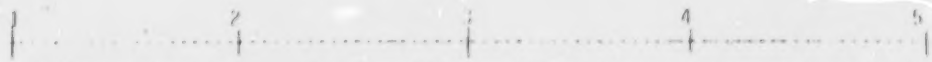


Heavy use of summaries. Failure to refer to leterary work in support of statements about it

Some use of quotations and examples but heavy reliance on summary statements not requiring support. Students had a tendency to digress while introducing evidence. Papers show an awareness of the need for supporting evidence but evidence is often inappropriate.

Support is present with many good examples, though the examples are occasionally inappropriate. Effective use of quotes. Evidence is sufficient to prove a point.

3. Grammar and Mechanics (Spelling; punctuation; agreement; run-ons; sentence structure failures)



Serious spelling problems in commonly used words. Punctuation problems (misuse of apostrophies, missing and unused commas, misuse of colons and semicolons, quotation marks and associated punctuation). Occasional fragments. Agreement problems (e.g., subject-verb). Occasional comma splices.

A few spelling problems, minor punctuation problems and grammatical problems.

Rare sentence and punctuation problems, sentence structure problems or fragments

4. Diction and Usage (Word choice; misuse of words)

Frequent problems of word usage. Improper word choice is frequent.

Numberous problems in word choice and usage. Tendency toward wordiness. Awkward phrasing.

Only minor word choice errors in attempt to make rather sophisticated statements.

5. Style (Variety of sentence structure: level)

1	2	3	4	5
Sentence structure simple and repetitive. Some attempts at variety, including inversions. Many major sentence failures. Frequent lack of clarity.		Style is awkward. Writing shows weakness in handling formal style. Some lack of clarity.		Nearly all papers have sophisticated and varied sentence structures.

6. Organization (Paragraphing overall organization; internal structure of paragraphs; transitions sense of development; conclusions; plot summary versus reasoned analysis)

1	2	3	4	5
Plot summaries instead of argument. A reliance on a temporal sequence rather than a logical argument. Little reasoned analysis. Internal structure of paragraphs is random or plot based.		Indiviual paragraphs are generally well organized but the relationship between paragraphs is weak. There is a sense of reasoned analysis and an attempt to draw conclusions which may falter due to failure to define a literay problem clearly.		Good overall organization and development. Excellent transitions where they occur. Internal structure of paragraphs is good. Conclusions are sound. Students employed relevant conclusions to tie the threads of the argument together. Most papers present a reasoned analysis.

Overall, I would rate this paper:

[ ] A

[ ] B

[ ] C

[ ] D

[ ] F

Appendix C

Stepwise Selection of Variables for Discriminant Analysis of Level II Paper Ratings by Three Judges

Appendix C

Stepwise Selection of Variables for Discriminant Analysis of Level II Paper Ratings by Three Judges

	Step	Variable	F to Enter	Lambda	RAO's V	Change in RAO's V	Significance of Change	Standardized Discriminant Function Coefficients
Judge 1	1	support	70.62	.39	70.62	70.62	.000	-.52
	2	grammar & mechanics	12.24	.31	102.33	31.71	.000	-.30
	3	organization	3.07	.29	12.67	10.34	.001	-.18
	4	style	1.47	.28	118.10	5.4	.020	-.19
Judge 2	1	topic and thesis	118.85	.28	118.85	118.85	.01	-.66
	2	logic	4.90	.25	136.80	17.94	.000	-.26
	3	organization	1.71	.24	143.89	7.10	.008	-.17
	1	support	163.59	.22	163.59	163.59	.01	-.44
	2	depth of thought	11.36	.17	217.46	53.87	.000	-.33
	3	style	2.48	.16	232.57	15.11	.000	-.27
	4	language competency	3.56	.15	256.10	23.53	.000	.22
	5	logic	1.59	.14	267.80	11.70	.001	-.21

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The Impact of College Courses in the High School on High School Curricula

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The Impact of a College Course in the High Schools on the High School Curricula

One of the most exciting developments in education during the last decade has been the rapid rise of programs that offer students the opportunity to complete college work during high school (NASSP, 1976; Chapman and Holloway, in press; Wilbur, 1976). Much of the impetus for these opportunities can be traced to the encouragement provided by external groups, particularly the Carnegie Commission and the Fleischmann Commission. These groups deplored the apparent waste of time, effort, and money caused by the duplication of content between the senior year of high school and the freshman year of college. The promise to eliminate such problems inherent in these developing programs, appealed at once to high school administrators who were anxious to overcome the apathy and boredom that students often experience in their senior year. Likewise, colleges saw an opportunity to expand to a new clientele. However, perhaps the boldest promise of the proponents of these programs was that they would contribute to the continuity of high school and college curricula. Not only would students face less duplication of content, but they would be better prepared for the demands and rigors of college work.

As high school-college programs have developed, most attention has been directed to the academic outcomes accruing to the individual student or the benefits to the sponsoring institution. Little, if any, attention has been given to the impact of these programs on the curricula of the participating schools. Yet it seems reasonable to expect that the introduction of college courses would have some farther-reaching impact on the high school program. High school personnel are concerned and under considerable pressure to ensure that their college-bound students can do college level work. Participation in a college program serves to clarify the demands and the standards of college work. This,

in turn, may have repercussions on the earlier preparation of students who enroll in these courses. What is the impact on the high school curriculum when a school is involved in a college program? This article responds to this issue by describing the impact of one school-college program, Syracuse University Project Advance (SUPA), on the curricula of the high schools in which it operates. Specifically, it describes the impact of one course, College Freshman English, and goes on to examine some of the forces contributing to that impact. It is important that the reader understand the basic structure of Project Advance and the English course in order to see how its effect is produced.

Project Advance

Project Advance offers selected Syracuse University courses in high schools across New York. Within the high schools, the courses are taught by qualified high school teachers who attend special University workshops and seminars and teach the course under the supervision of University faculty. Students enrolled in these courses can receive high school as well as college credit. The college credit a student earns is transferable to a wide range of colleges and universities (Wilbur and Chapman, in press; Chapman and Holloway, in press). It is particularly suited to the present study because it is currently the largest program in the United States that offers regular college courses in the high school taught by high school teachers. During 1976-77, the Project will serve an estimated 4000 students in over 55 high schools.

Freshman English

Of the six courses currently available through Project Advance, the largest is Freshman English, offered in 45 high schools to a combined enrollment of 1500 high school students. Freshman English is a self-paced course focusing on composition and literature. The student demonstrates his proficiency in basic

grammar and composition skills on a placement test, determining his entry level into the program. Students weak in basic grammar, punctuation, usage, or sentence concepts work with relevant self-instruction materials until mastery of important concepts is demonstrated. Those who do not require this remediation begin the essay unit in which each student must show his ability to write consistently strong, passing, persuasive essays. Students then move through a series of minicourses in fiction, poetry, and selected literary topics where required papers reinforce and extend the student's growth in writing skills. A final unit of credit is earned in an independent research project for which the student designs and carries out a study and writing project of the kind required in most college courses. Students may earn up to six units of credit, depending on their achievement and motivation. The self-paced concept, designed to accommodate a wide range of entry skills and abilities, makes the course readily adaptable to a variety of settings.

The Impact of Project Advance Freshman English on High School English Curricula

Evidence of the impact of Project Advance Freshman English on high school curricula has come primarily in three ways: First, a direct information source is the school visits. At least once each semester, a faculty member from the Syracuse University English department and a member of the SUPA staff visit each high school to read student papers and talk to the teacher and students. In addition, once each semester, the teachers come together for a one day seminar. Finally, the teachers are required to submit a fall report in which changes in the situation in the school and in the scheduling of the SUPA course are updated.

SUPA English has had a demonstrable influence on the high school English program in eighteen of the forty-five schools in which it is currently offered. However, two of those schools are offering it for the first time. Its influence is more realistically stated as eighteen out of forty-three schools. In examining those eighteen cases, three patterns or levels of influence can be discerned:

1. The operation of SUPA English has led high schools to re-examine their English elective program as a preparation for college composition. Specifically, it has led some schools to identify, early in the tenth year, students likely to benefit from a college experience during their senior year and direct them through an "appropriate" prerequisite program.
2. Several schools have introduced structured composition beginning at grade ten as a means of strengthening the entire composition sequence.
3. Dissatisfaction with student preparation for SUPA English has led some schools to redesign the entire English curriculum along lines suggested by the apparent strengths of the SUPA course.

Table 1 reports the number of schools that appear to fall within each category.

Table 1

Impact of SUPA English on High School English Programs

Impact	Number of Schools
Track students into prerequisite programs	5
Introduce structured composition to strengthen entire composition sequence	9
Redesign entire English curriculum	4

The schools which initiate such adjustments as a result of a college course in the school vary widely. A small, relatively isolated rural school in the Finger Lakes area has begun to track superior students to assure early completion of high school level studies by the end of the eleventh year.

Similarly, a school in an upper middle class suburb in the Central New York region reports that its "students are introduced to the Baker Formula at tenth grade, and it is reinforced at eleventh. It is not a strange or unfamiliar diagram for them at twelfth grade."

A larger high school in the lea of Lake Ontario is cited by the teacher "regarding the program's impact on our total curriculum. Added as a permanent requirement to our conventional English program, grades 8-12, is a 10 week composition module" which "follows the P.A. English Level I and Level II design." The changes are believed by the staff of the school to be a means of improving the "quality of instruction" offered there.

One could offer many variations of these adaptations taken from reports in other schools where SUPA English is taught. One more from a Long Island school will illustrate the variety of settings in which the course's impact has been felt:

> The Syracuse University program has exerted a most positive influence upon the entire instructional program in English. Last summer we completed our initial draft of a revised curriculum. In it, the Syracuse influence is most profoundly felt. Articulation from grade to grade is vastly improved. Armed with first-hand information from a leading university in the United States, we are able to direct the course of instruction toward the attainment of those objectives which bring our academic students to their senior year more prepared to meet the requirements of the Freshman English Program. In addition, we are

examining the possibility of getting back to homogeneous grouping. From all indications, the prospects of that becoming a reality next fall appear good. Moreover, we are studying the possibility of incorporating a semester system in English rather than the year-long course now in effect. If this is accomplished, we feel that we will better able to institute many minicourses and develop levels of achievement modeled after the Syracuse system. In short, the Syracuse program has stimulated our English program.

What Accounts for this Impact?

Why should a single college course offered often to only a handful of students in each school have this kind of influence on so many high school programs?

It might reasonably be understood as a fortunate accident of history. The impact of the SUPA English course was heavily influenced by the social and political context in which it was introduced. It came to the attention of the schools at a time they were faced with increasing demands for accountability, public criticism of more imaginative humanities-inspired elective programs, a decline in SAT scores, and a widespread feeling that the schools should go "back to basics." Its design, its content, and its vocabulary provided tools which schools could use in responding to these other problems. A brief review of these forces will help to illustrate the point.

In 1969 the National Assessment of Educational Progress was commissioned to find out how much Americans knew. The report on writing showed that only 57% of the adults studied could write an acceptable formal essay, only 49% of these same adults could write an acceptable conventional business letter. The uncertainty about the value of what is being taught in English classes has been further intensified by the apparent decline in SAT scores. Newsweek magazine, reflecting on the problem, devoted much of its December 8, 1975 (pp. 58-65)

issue to a consideration of the rhetorical question: "Why Can't Johnny Write?" The English Journal devoted its November, 1976, (Vol. 65, No. 8) issue to explanations of and solutions to the growing belief that Johnny and Jane do not write as well as their predecessors did ten years ago. Not everyone agrees that the problem is real. But public demand has created pressure to reverse the trend, sometimes by seeking old "solutions"--the back to basics movement--and sometimes by seeking innovation. Paradoxically, the SUPA English course responds to both: the placement of students via a criterion-referenced test and the formal approach to organization in composition reassure those who feel a return to "basics" is necessary. At the same time the self-pacing of students and the flexible-credit structure appeal to those who seek new ways of dealing with wide differences among students.

The self-pacing and flexible-credit aspects of the course are important to understanding the influence of SUPA English on the high school programs. First, the discrete units of credit within an otherwise continuous program provide a mechanism by which progress can be identified. At the same time, each task rests upon the successful accomplishment of a prior unit, offering continuity and coherence which are reassuring to those who have questioned the apparent lack of coherence,in many courses. On the other hand, the opportunity provided for students to move through the program paced by their abilities and willingness to work appeals to those who reject the back-to-basics movement because of its regimentation.

Within an environment shaped by public demands for accountability, the impact of the course is directly related to the clarity of the course criteria. Many believe that student writing is a subjective and personal experience and fear that spontaneity is lost if the dimensions of "good" writing are formalized and prespecified. Likewise, many teachers evaluate student writing from a similar

subjective stance. They know good writing from not-so-good writing, but they are hard pressed to explain the basis of their judgment. When an English curriculum comes under fire, they lack words from which to defend, or even explain, the dimensions of writing they believe are important or the standards a student must meet on those dimensions to be judged competent. The publicly defined criteria of the SUPA English course provide teachers and school administrators with a language and a conceptual framework for talking about good writing, and tangibly relates those criteria to college credit for work in a college course.

Moreover, the wide acceptance by other colleges and universities of the college credit students earn through this course has tended to legitimize the criteria and standards of the course (Wilbur and Chapman, in press). Project Advance students do write well in subsequent college courses. The willingness of the University to state the components of good college writing provides a language and a legitimacy to high schools trying to describe and defend the components of their own program.

The apparent influence of SUPA English on the high school curriculum for all its responsiveness to very real problems faced by the high schools, should not be applauded uncritically. Its impact may have several undesirable consequences. Students in the SUPA English course gain writing competence in exposition and argument, those writing tasks college students most need if they are to complete essay tests, expository papers, and research reports. These skills respond very directly to the current popular criticism of student writing. However, the course does not even claim to develop students' abilities in creative self expression. The development of ability in expressive writing is incidental to, rather than inherent in, the course. For that reason, schools which implement similar programs at grade nine or ten in order to prepare students for college work may be doing their students a disservice. There is adequate

testimony that since writing is a complex process, great writing most often results from a discipline self-imposed on an act in which one engages freely (Emig, 1971). The introduction of highly structured writing for young developing writers could lead to frustration, although it might be superficially satisfying to the public because it would produce a well-organized agreeable product. For the college freshman this is necessary; for the ninth and tenth grader, it would be detrimental, except as part of a broad developmental writing program.

Despite these reservations about the possible over-enthusiasm of some schools in responding to the course, the course has been beneficial. The reexamination of program and values by all the cooperating institutions, the mingling of personnel and ideas among the schools and the university, and the reduction of unnecessary duplication in courses for many students have realized in some measure the promise envisioned by proponents of such articulation programs.

Bibliography

Chapman, David and Holloway, Richard, "College Credit in the High School: The Project Advance Model," The High School Journal, March, 1977 (in press).

Emig, Janet, The Composing Process of Twelfth Graders, Research Report No. 13, National Council of Teachers of English, Urbana, Illinois, 1971.

National Association of Secondary School Principals (NASSP), "College Courses: A Twelfth Grade Option," Curriculum Report, 5, 2, December, 1975.

Wilbur, Franklin, An Investigation of the Recognition by Post Secondary Institutions of College Credit Earned in a High School-College Articulation Program, Unpublished Ph.D. Dissertation, Syracuse University Syracuse, New York, 1976.

Wilbur, Franklin and Chapman, David, "The Transferability of College Credit Earned During High School," College and University, May, 1977 (in press).

SYRACUSE UNIVERSITY
PROJECT ADVANCE

759 Ostrom Avenue Syracuse, New York 13210 (315) 423-2404

Project Advance is a cooperative project between Syracuse University, participating school districts, and the New York State Education Department.

Taught by certified faculty members holding University appointments in their respective departments, enrolled students are taking regular University courses and will be receiving regular University credit. All credits should, therefore, be treated as would any other credits earned at Syracuse University.

The following descriptions are from the current Syracuse University General Undergraduate Catalog.

Carole A. Barone
Registrar

COURSE DESCRIPTIONS

MAT 295. Analytic Geometry and Calculus I. (3)
Plane point sets: relations, functions, and their graphs; basic concepts of lines, circles, inequalities. Limits, continuity, derivatives. Prerequisites: Two years algebra, one year plane geometry, one-half year trigonometry.

MAT 296. Calculus II. (3)
Mean value theorem, differentials, applications of derivatives, conic sections; definite integrals, transcendental functions; methods of integration. Prerequisite: MAT 295.

ENG 101 and 102. Basic Freshman English. (3) and (3)
Concentration on the basic skills of effective writing and critical reading. Any combination of six hours credit in 101 or 102, or both, will fulfill the freshman English requirement.

AMC 314*. Brass Class for Music Education (1-2)
Laboratory courses in orchestral instruments to meet the requirements for diversification for music education majors. Each course covers basic performance techniques, proper care and adjustment of instruments, elementary ensemble performance, and practical demonstrations of methods and materials for group instruction.

REL 105 and 106. Introduction to the Study of Religion. (3) and (3)
A study of religious phenomena and their manifestations on both ancient and modern times, utilizing materials from the various religious traditions. Not open to juniors or seniors.

BIO 121 and 123. General Biology. (4) and (4)
A consideration of the fundamental characteristics of life from the molecular level to the ecological community. Emphasizes general principles applicable to many forms of life. One lecture, one discussion period, and four hours of individualized instruction, including laboratory. Prerequisite for BIO 123 to BIO 121 or equivalent.

PSY 205. Foundations of Human Behavior. (3)
Introduction to the fundamental principles of mental life and human behavior. Significance of psychology in human relationships and selfunderstanding. PSY 205 is a prerequisite for all psychology courses.

SOC 201. Introduction to Sociology. (3)
Introduction to principal concepts, methods, and findings of the field of sociology. Required of majors as a prerequisite to all advanced courses.

For additional information on these courses, student achievement, or other evaluative data, please contact either Robert E. Holloway or Franklin P. Wilbur.

COURSE DESCRIPTION
for
Syracuse University

SELF-PACED CALCULUS

Self-Paced Calculus is an introductory course in calculus and analytic geometry now being offered to students at Syracuse University who expect to be engineers or mathematics and science majors. Developed jointly by the Department of Mathematics and the Center for Instructional Development, Self-Paced Calculus is designed to allow for different learning speeds and yet permit students to achieve a high mastery of the content. The course is a full year offering in which a student may earn up to six credits. Students in approved schools may earn an additional three credits.

Course Design

The goal of Self-Paced Calculus is to permit students to master the material covered in an introductory college calculus course at a pace most comfortable to them. The subject matter has been divided into units (or blocks of material) which typically take about one week to cover and learn thoroughly. The student uses a standard calculus textbook and a set of detailed study guides prepared in coordination with the text to learn the material in each unit. Regularly scheduled tutorial periods are also available for individual help as needed. Problem-solving questions are scheduled in a supplementary role and programed booklets are employed in two units.

For each unit a series of parallel tests has been prepared. When the student feels that he or she has mastered the material in a unit, (s)he may request a test for that particular unit. If the test is passed at a prespecified level of mastery, the student may begin to prepare for the next unit. If the test is not passed, the student is given tutorial help or a remedial assignment and must then take another version of the test for that same unit. Again, a pass is required before proceeding to the next unit. Unit tests may be taken as often as needed with no grade penalty for not passing. Tests for all units are available from the beginning of the course so that any student who has prior preparation in calculus may receive credit by passing the appropriate unit tests.

In order to earn one academic credit, four units must be passed successfully; eight units passed earns 2 credits, twelve units passed earns 3 credits, and so on. Thus, the speed at which the student progresses through the course and the number of credits he or she earns depends on how rapidly the material in each of the units can be mastered. A separate letter grade is earned and recorded for each credit hour.

Instructional Materials

A standard calculus text, Goodman--Analytic Geometry and Calculus (McMillan), a set of corresponding study guides and a brief student manual outlining course procedures are used by all students. Each student should have access to the supplementary text, Greenspan and Benney--Calculus, An Introduction to Applied Mathematics (McGraw-Hill). Each school offering Self-Paced Calculus will also use copies of the Syracuse University tests prepared for each unit and copies of five programed booklets dealing with derivatives and their application.

Author/Title (Publisher)

Goodman, A. W.
Analytic Geometry and Calculus
Third Edition (McMillan)

Reference Text
Greenspan and Benney
Calculus, An Introduction to
Applied Mathematics
(McGraw-Hill)

Study Guides
Units 1-12: Self-Paced Calculus
Units 13-24: Self-Paced Calculus
(Syracuse University)

Calculus Student Handbook
(Syracuse University)

Author/Title (Publisher)

Supplement to Study Guides
(Syracuse University)

Supplemental Materials
von Kaenel, Pierre
Applications of the Derivative I
Applications of the Derivative II
Differentiation Using the Definition
Differentiation: Rules 1 through 6
Differentiation: Rules 7 through 10
(Syracuse University)

OVER →

SELF-PACED CALCULUS (MATH 295, 296, 397, 398)

COURSE SEQUENCE

- TESTS FOR ALL UNITS WILL BE AVAILABLE DURING THE TUTORIAL PERIODS AND MAY BE TAKEN WHEN YOU BECOME PREPARED FOR THEM.
- FAILED UNIT TESTS MAY BE RETAKEN UNTIL PASSED, WITH NO PENALTY.
- SATISFACTORY COMPLETION OF EACH UNIT TEST IS REQUIRED BEFORE PROCEEDING TO THE NEXT.
- THERE IS NO LIMIT TO THE NUMBER OF CREDITS WHICH YOU MAY EARN IN ANY SEMESTER.

MATH 295, 296, UNITS 1-24 (4 UNIT TESTS = 1 CREDIT)

4-CREDIT PACE: COMPLETION OF 16 UNITS PER SEMESTER

3-CREDIT PACE: COMPLETION OF 12 UNITS PER SEMESTER

2-CREDIT PACE: 8 UNITS PER SEMESTER

MATH 397, 398 UNITS 25-42 (3 UNIT TESTS = 1 CREDIT)

4-CREDIT PACE: COMPLETION OF 12 UNITS PER SEMESTER

3-CREDIT PACE: COMPLETION OF 9 UNITS PER SEMESTER

2-CREDIT PACE: 6 UNITS PER SEMESTER

COURSE DESCRIPTION
for
Syracuse University

FRESHMAN ENGLISH
101 - 102

The English Department at Syracuse University, in conjunction with the University's Center for Instructional Development, has engaged in an extensive redesign of the freshman English program. The course is now taught on campus and, since 1973, has been offered in selected high schools in New York and New Jersey. The course is designed to meet specific individual needs while permitting the student to complete his entire college freshman English requirement. The information that follows is intended to give students, teachers, parents, guidance staff, and school administrators a general preview of the course. Give careful attention to requirements at the various levels.

Objectives: Upon successful completion of this course, you will be able to write a paper that, in the judgment of your instructor, demonstrates competency in writing and in understanding specified formal elements of literature.

The course has been designed, first, to evaluate your grammatical and composition skills in order to start you at the correct level according to your present writing ability and, second, to move you as rapidly as possible up to and through the literature and independent writing units.

The course is divided into three levels. The diagnostic test which you take during your first class session helps to determine where you will begin this freshman English course. You will be advised of that assignment as soon as test results are available. Briefly, the three levels are as follows:

Level I: Basic Skills (no credit)

This level consists of a combination of independent learning units and consultations designed to correct your specific writing errors within four general skill areas: sentences, punctuation, agreement, and usage. You will be assigned to one or more of these units according to your own deficiencies. Your work at this level will consist of independent study assignments combined with consultation sessions carefully coordinated with your needs. Tests will be available on a regular basis to allow you to prove your mastery of the basic skills and to move up to Level II as soon as possible.

Your success in Level I and your success at the higher levels of this course depend on the amount of effort you are willing to put forth. If you are assigned to Level I, you should almost certainly proceed to Level II before the middle of the semester. With concentrated effort, however, there is ample opportunity for you to move up within the first few weeks.

Level II: Essay Writing (1 credit)

This level combines writing classes and assignments to help you achieve the writing proficiency required for your work at Level III. Regularly repeated evaluation will permit you to move to Level III as soon as you demonstrate competency in composition skills. You will earn one credit by successfully completing Level II. With your instructor's permission, you may take one minicourse for one additional credit while you are working at this level. This credit will not be recorded, however, until you have successfully completed the essay unit and the required fiction and poetry units. While some students may take longer than others to reach an acceptable level of writing competence, you should be able to leave Level II and move to Level III in a relatively short time if you pay close attention to your instructor's critical comments and work toward eliminating your writing deficiencies. His suggestions will prove most valuable to you if you regard them as an aid in identifying the composition skills you need to improve in order to achieve an acceptable level of writing.

Level III: Literature and Independent Writing (5 credits)

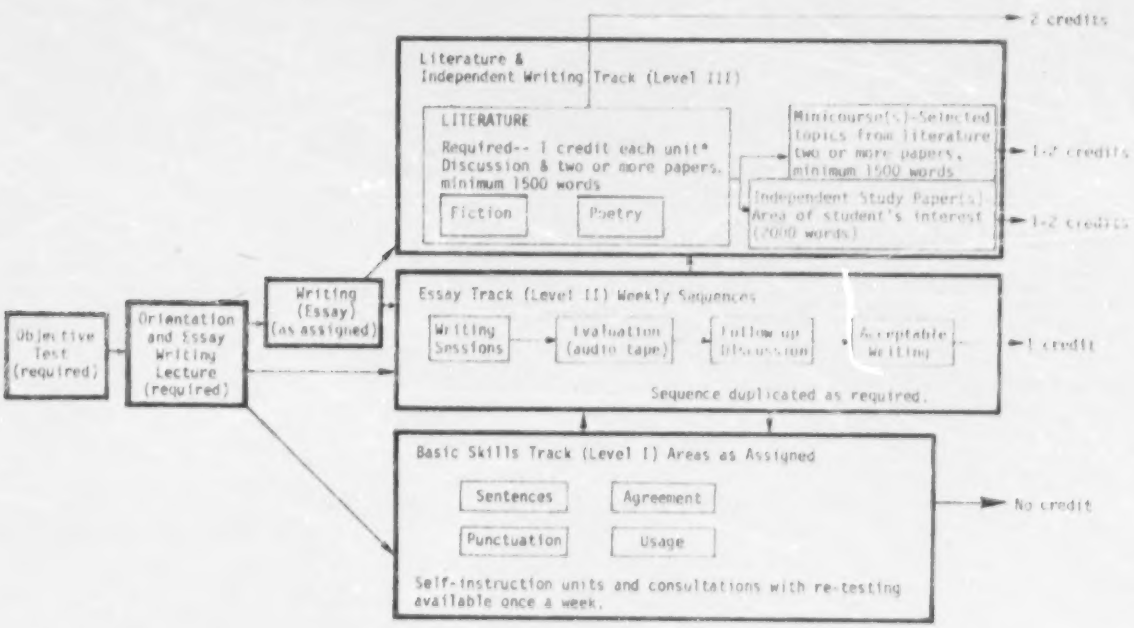
This level consists of two required formal literature units (Literature-Fiction and Literature-Poetry) plus a selection of optional minicourses and independent study units, each of which requires written work. You will be awarded credit in the fiction and poetry units when your assigned papers demonstrate your ability to identify the formal elements of the short story and the poetry being considered and to relate them to a deepened and widened response in your own reading experience. Each of the required units and minicourses includes several weeks of classes and conferences with the instructor, and requires two or more acceptable papers, totaling 1500 words. Tests and quizzes are at the option of the instructor.

Independent study is one of two optional units in the course and offers you one credit for each acceptably written paper (up to two). It provides you with an opportunity to investigate and write a paper on a topic that you select yourself with the guidance of your instructor. The independent study unit is available to Level III students only, and you may work on a project at the same time you are enrolled in either one of the two literature units or in a minicourse. You may complete a maximum of two independent study projects, each of which will be graded separately, for a maximum of two credits. You may not, of course, earn more than six credits for the entire course.

In order to receive credit for your independent study project, you must write a 2,000-word paper that is judged satisfactory by an instructor in this course who is familiar with your writing capabilities.

Minicourses allow you to select special areas of literature for concentrated study. You will earn one credit for a minicouse when your completed assignments, test results, and class participation meet the objectives and criteria set forth by the instructor. Your written work, of course, must demonstrate continued mastery of the writing skills required for credit in Level II.

INSTRUCTIONAL SEQUENCE - FRESHMAN ENGLISH



*Some schools also require a Literature-Drama Unit (1 credit and papers totalling 1500 words).

Based on diagnostic tests, students are placed in one of three instructional levels. Level I students are assigned to specific remedial areas according to need and may move up to Level II as soon as they can pass the criterion tests. Level II requires a minimum of two passing papers before a student may move to Level III. In Level III students are required to take two units on Fiction and Poetry, each usually about five weeks in length, and may select from a series of minicourses or write a paper from an area of interest for additional credit. The required segments are repeated for the convenience of students moving into Level III during the year.

Course Description

for

PSYCHOLOGY

(Syracuse University Project Advance)

Psychology 205 is the introductory psychology course at Syracuse University. Dr. James R. Sutterer, Associate Professor of Psychology, in conjunction with other members of the Psychology Department faculty and the Center for Instructional Development at the University, has engaged in the development of the course as part of a major effort to provide an alternative and, hopefully, better method of instruction.

The course is designed as a one-semester offering in which you may earn three credit hours. The course content has been selected to cover some of the basic areas of psychological study, areas which will be a foundation on which you may wish to build later by taking other offerings in psychology. There are also options which enable you to go into some depth in those areas which interest you.

Course Content: The scientific method of studying behavior and how the method works in practice make up the major thrust of the course. The modules used in the current course are listed on the back. A description of the second module may be representative of the content of the course.

> The purpose of this module is to provide you with an understanding of how experimental psychologists have investigated learning phenomena. This module is in two parts: the text portion and the programmed portion. After you read the text and the sequences, you should be able to answer the questions on this module in your study guide.
>
> Upon completion of the module, you should be able to 1) define learning and related terms; 2) discuss learning as an intervening variable and as an adaptive process; 3) describe classical (Pavlovian) conditioning and its role in the development of attachment between a mother and her offspring, phobias, and psychosomatic disorders; 4) describe operant conditioning in terms of defined concepts such as operant level, reinforcement, and the empirical law of effect; and 5) discuss the role of attention as a reinforcer.
>
> The study of learning will introduce you to the concept of the scientific study of learning itself in addition to relating "learning" to other topics in psychology, such as personality. Examples of experimental procedures which use empirically based learning phenomena to investigate other research questions, such as memory, will be used to establish these relationships.
>
> As in each required module, you will be tested on the Learning module by an objective (multiple choice) exam given in class. If you do not pass the test, there is no grade penalty and you will be able to take make-up exams when you feel ready. You should, however, ask for help from a proctor or instructor if you believe that to be more beneficial than re-reading the material. The make-up exams will be administered by a proctor or instructor in a tutorial situation.

Course Design: The course material is divided into modules which cover specific topics. In contrast to traditional courses which use one textbook, the modules in this course comprise a variety of materials which have been selected from several sources. You may move through these materials, from start to finish, at your own pace. You will not be held back by other students or forced to go ahead before you are ready to the degree this fits with deadlines established by your instructor. Your final grade in the course will be determined by the amount of work you successfully complete. In most courses, your final grade is determined by averaging your level of performance on a number of tests or papers during the semester. However, in this course you are expected to learn small units of material until you have mastered them. Your final grade will be determined by how many units you complete at the mastery level during the semester.

You should be able to complete the basic modules during the first half of the semester. You may take longer if you re-take exams several times. Failure to pass a test on the first or subsequent tries will not be held against you. *In determining your grade, only those tests which you have successfully completed* will count toward the final grade.

The information and concepts on which the tests are based are included in media and books used in the course. Your instructor will provide lectures, demonstrations, and discussion opportunities for you and will help you review materials with which you have difficulty.

The following list indicates the sequence of modules and the options currently available. There will be minor modifications each academic year.

Module	Title
1.0	Psychology as a Behavioral Science
1.1	Hypnotic Phenomena
2.0	Learning Processes: Classical Conditioning
3.0	Learning Processes: Operant Conditioning
	Elementary Principles of Behavior
3.1	Chapters 1-6
3.2	Chapters 7, 8, & 9
3.3	Chapters 10, 11, & 12
3.4	Chapters 13, 14, & 15
3.5	Chapters 15, 17, & 18
3.6	Chapters 19, 20, & 22
4.0	Physiological Psychology
4.1	Memory
4.2	Perception
4.3	Dreaming
4.4	Psychopharmacology: Drugs and Behavior
5.0	Personality
5.1	Personality Assessment
6.0	Abnormal Behavior
6.1	Behavior Disorders of Children
6.2	Behavioral Treatment of Autism
6.3	Behavioral Treatment of Somatic Disorders
6.4	Learned Helplessness and Depression
7.0	Child Development
8.0	Social Psychology
8.1	Animal Social Behavior

Course Description

for

Sociology

(Syracuse University Project Advance)

Sociology 201 is the introductory sociology course at Syracuse University. Drs. Mark J. Abramson and Louise Solomon, in conjunction with other members of the Sociology Department faculty and the Center for Instructional Development at the University, have engaged in the development of the course over the last three years as part of a major effort to provide an alternative and, hopefully, better method of instruction.

The semester course is divided into four units (the core), with readings and required assignments associated with each. Students who successfully complete the four units will receive three credits in Sociology 201.

COURSE SEQUENCE

The course is divided into four units of varying length.

I	II	III	IV
35% Culture and Socialization	15% Child Rearing Survey (HRAF)	35% Social Organization	15% Population Projection

COURSE CONTENT

Unit I--Culture and Socialization

This unit deals with the variability of human culture, focusing upon the inter-generational transmission of culture through the socialization process.

Required Readings are:
M. Mead, Sex and Temperament. (An analysis of three primitive societies and the different ways sex roles are learned in each of them.)
F. Elkin and G. Handel, The Child and Society. (An examination of different theories of socialization, and of different sub-group practices in the United States.)

Requirements

You have the choice of completing one of three projects:
1) Essay: Do subcultures exist in the United States? Develop criteria for sub-culture, apply to elderly, the poor, or other identifiable group in the United States.
2) Observe youngsters in neighborhood park or school playground. Analyze differences in play behavior of boys and girls.
3) Analyze differences in adolescent values or "youth culture" between the 1950's and 1970's as expressed by differences in popular music.

Unit II--Child Rearing Survey

You will select any type of socialization or child rearing practice for cross-cultural analysis. (Examples could include such factors as severity of parental discipline or the existence of initiation ceremonies at puberty.) The selected practice will then be examined in relation to either characteristics of familial or social organization (e.g., extended families or type of social classes).

Data will be drawn from R. Textor, Cross Cultural Summary (an atlas presenting coded data on all known societies). You will classify the included societies and then compute an association between the selected variables using programmed instruction booklets. Your paper will discuss the theories that led them to expect certain relationships and report their procedures and findings.

Unit II--Social Organization

Unit Three deals with the nature of contemporary social organization and the change process by which it has developed. More specifically, contemporary social organization will be examined in terms of three processes: industrialization-urbanization, bureaucratization, and demographic transition. The core readings emphasize traditionally important sociological theories of these processes. Thus, in Unit Three, you will be introduced to some of the classical theories which have shaped and influenced contemporary sociological thought. The core readings are:

G. Simpson, Durkheim. (Chapters 3 and 4)
S. Miller, Weber. (Chapters 1, 2, 3, 4, and 6)
D. Wrong, Population and Society. (All)

All students must take an examination on Unit III. The examination contains both multiple choice and essay questions, but you may individually emphasize either type of question.

Unit IV--Population Projection

Your task is to project the population of Guatemala in the year 2000. Various "goals" are set involving the education of young people and rates of overall population growth. To attain these goals, students will modify the country's policies with regard to family planning, birth control and education.

Students will send their policies to Syracuse where they will be used to simulate growth patterns on the PDP-10. Output will be returned to students who will evaluate the effects of their own policies in relation ot those of others in attaining the stated goals.

Course Design

This course presents the basic theories, concepts and methods of Sociology in a format which permits you to select from among alternative projects to satisfy course requirements. You will, therefore, be able to pursue topics of personal interest.

Grading

Your final grade will be determined by your grades in each of the four units. There will be no final examination. Each unit is weighted but, students whose work improves in quality during the semester will receive a final grade which gives added weight to the later units.

LIST OF PROJECT ADVANCE HIGH SCHOOLS: 1975-76

Auburn High School
Auburn, New York

C. W. Baker High School
Baldwinsville, New York

Bishop Grimes High School
East Syracuse, New York

Brentwood High School
Brentwood, New York

Camden High School
Camden, New York

Carle Place High School
Carle Place, New York

Catskill High School
Catskill, New York

Cazenovia High School
Cazenovia, New York

Paul V. Moore High School
Central Square, New York

Cicero High School
Cicero, New York

Clinton High School
Clinton, New York

Cold Spring Harbor High School
Cold Spring Harbor, New York

Colonie High School
Albany, New York

Corcoran High School
Syracuse, New York

Deer Park High School
Deer Park, New York

East Syracuse-Minoa High School
East Syracuse, New York

Fayetteville-Manlius High School
Manlius, New York

Fishers Island High School
Fishers Island, New York

Fowler High School
Syracuse, New York

Glens Falls High School
Glens Falls, New York

Guilderland High School
Guilderland Center, New York

Harborfields High School
Greenlawn, New York

Harrison High School
Harrison, New York

Hastings High School
Hastings-on-Hudson, New York

Hauppauge High School
Hauppauge, New York

Henninger High School
Syracuse, New York

Herricks High School
New Hyde Park, New York

Geo. W. Hewlett High School
Hewlett, New York

Jamesville-Dewitt High School
Dewitt, New York

Jericho High School
Jericho, New York

J. F. Kennedy High School
Plainview, New York

Kings Park High School
Kings Park, New York

Lafayette High School
Lafayette, New York

Linton High School
Schenectady, New York

Liverpool High School
Liverpool, New York

Manhasset High School
Manhasset, New York

LIST OF PROJECT ADVANCE HIGH SCHOOLS: 1975-76

Maryvale High School
Cheektowaga, New York

Maslow-Toffler High School
Brentwood, New York

Moravia High School
Moravia, New York

North Syracuse High School
North Syracuse, New York

Norwich High School
Norwich, New York

Nottingham High School
Syracuse, New York

Oneida High School
Oneida, New York

Oxford High School
Oxford, New York

Pearl River High School
Pearl River, New York

Plainview-Bethage High School
Plainview, New York

Port Jervis High School
Port Jervis, New York

Ramapo High School
Spring Valley, New York

Rome Free Academy
Rome, New York

Roosevelt High School
Roosevelt, New York

Rumson-Fairhaven High School
Rumson, New Jersey

Rye High School
Rye, New York

St. Saviour High School
Brooklyn, New York

Schoharie High School
Schoharie, New York

Schreiber High School
Port Washington, New York

Shenendehowa High School
Elnora, New York

Spring Valley High School
Spring Valley, New York

Solvay High School
Solvay, New York

Suffern High School
Suffern, New York

Wantagh High School
Wantagh, New York

Weedsport High School
Weedsport, New York

West Genesee High School
Camillus, New York

Westhill High School
Syracuse, New York

West Islip High School
West Islip, New York

The Wheatley School
Old Westbury, New York

Williamsville High School
Williamsville, New York

Williamsville North High School
Williamsville, New York

Vernon-Verona-Sherrill High School
Verona, New York

Xaverian High School
Brooklyn, New York